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ABSTRACT

Seventeen presentations made at the third annual conference on career planning and placement in the small college are presented. The thrust of the conference was aimed at cooperation and sharing of ideas of professionals working in one- or two-person offices within the constraints of a limited budget. Among the presentations included are (1) Introducing Students to a Marketing Approach to Job-Hunting, by Kitty Arnold and Jill Kelley; (2) Career Resources: The Backbone of Career Counseling, by Fran Wallace Schutzman; (3) Everything You Always Wanted to Know about Career Planning in Small Colleges, but Were Afraid to Ask, by Elaine Spurlin; (4) The In's and Out's of Faculty Involvement in Career Preparation Programs: A Case Study, by John Agria; (5) Developing Helping Networks: An Overivew, by Patricia Somers; (6) After the Dollars Cease, Then What?, by Daniel W. Behring; (7) Virginia Western's Career Education: Inter and Intra Institutional Cooperation, by Dale Furbish and Harry Mickens; and (8) Ageism and its Effects on Career Counseling, by John A. Malacos. (LRA)

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CAREER PLANNING AND PLACEMENT IN THE SMALL COLLEGE

Proceedings of the 3rd National Conference

Edited by

Ginny Riser-Schoch
Coordinator/Testing & Advising Services
Alma College
Alma, Michigan
1979

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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PREFACE

The Continuing Education Committee of the American College Personnel Association is concerned with assisting practitioners in their professional development. Members of the ACPA are encouraged to share their concerns and knowledge in areas which may be beneficial to other professionals. While problems of reaching faculty, employers and students might seem particularly obvious and acute in the large university setting, persons involved in these offices might well learn from the experiences of their small college counterparts in finding low cost, innovative solutions to some of those problems. Small colleges for years have had to find these solutions with financial and resource limitations.

Cooperation, not competition, is the attitude which brought together more than 80 professionals for a Conference on Career Planning and Placement in the Small College held at Alma College, Alma, Michigan, May 9-11, 1979. The thrust of the conference was aimed at cooperation and sharing of ideas of professionals working in one or two person offices within the constraints of a limited budget.

The keynote address "Decision-Making by the College Student: What Our Research Shows Us" was delivered by Dr. Martin Katz, developer of SIGI.

"Necessary Elements for Career Planning and Placement in the Liberal Arts" was the topic of the second major address which was delivered by Dr. Bradley Sagen, Director of the National Project to Prepare Liberal Arts Students for the World of Work.

Responding to a need for an intense 2-day workshop where people would be able to share ideas on what's working well for them, a hard-working conference was planned. Limited budgets force people working for small colleges to be resourceful and creative. This conference gives them a chance to demonstrate to others that they have created and implemented very good programs.

I wish to thank the staff of this Conference, Alma College, Commission VI, and the Professional Development Committee of the American College Personnel Association for their support.

A special thanks goes to Mrs. Cay DeYoung for many hours of typing and proofreading.

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INTRODUCING STUDENTS TO A MARKETING APPROACH TO JOB-HUNTING

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As career planning and placement professionals, we have all heard and probably used the phrase "marketing yourself." We admonish students embarking upon a job campaign to remember that their major task is to "sell" themselves to prospective employers using a variety of strategies. Career planning and placement literature frequently stresses the use of a "marketing" approach to job-hunting as the most efficient use of personal resources. In all of these instances, it is assumed that the definition of marketing is self-evident and that by attaching that label, we will all operate on the same basic assumptions.

To clarify the concept of "marketing," an opertional definition was sought. A fairly expansive definition of marketing was located in Philip Kotler's book, Marketing for Nonprofit Organizations. He summarized the concept of marketing as follows:

> Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.[1]

Components of Marketing

Marketing is a managerial process since it encompases the progressive steps of analysis, planning, implementation, and evaluation. Unfortunately, job-seekers often make the same mistake that over-anxious sales representatives make: they skip the first two crucial steps and immediately begin the implementation step or selling. The absence of preliminary analysis and planning marks the difference between selling and marketing and, we might add, the difference between an effective and ineffective job campaign.

1.) In marketing, the first step is product analysis. In the case of job-hunting, product analysis is equivalent to an individual's self-assessment. Simplified for students, product analysis may be likened to descriptive vocabulary-building. (The product or individual must be described to prospective buyers to be sold.) As counselors attempting to facilitate the process, we have observed that students working to achieve concrete, career-oriented self-assessment also gain heightened self-awareness in a wide range of areas, strengthened analytical and interpersonal skills, and often increased self-confidence.

2.) Another important component of marketing is the selection of target markets. For many job-hunters, this is a threatening concept because it is seen as limiting employment possibilities. The simple premise on which targeting is based is that you cannot be all things to all people. Therefore, some type of limitation process is necessary for a marketer or job-seeker to gain a higher percentage return on his or her investment of resources.

3.) A third component of a marketing approach is the formulation and implementation of a plan of action. The key here is the plan. Professional marketers do not react; they are proactive. They have acquired the necessary information to make rational decisions regarding the appropriate action to take. They need not respond randomly.

For the job-seeker, there is security in the self-designed structure which a marketing approach demands. Job-hunting is not controlled by the whims of fate and can be approached in an organized fashion.

4.) Implementation as a part of marketing utilizes a variety of tools or approaches. Products or services may be presented to various publics using a variety of techniques, such as direct mail advertising, media spots, in-person contacts, etc. The same is true in marketing an individual. Students need to be aware of the range of job-search tools available to them so that they may select the approach or approaches best suited to their particular circumstances.

5.) In communicating with prospective buyers, successful marketers describe the product or service in terms of the target market's needs. In other words, effective marketing is user-oriented. The same is true for job-hunters. They, too, must present themselves in terms of an employer's needs, rather than simply recounting an overview of their experience and educational background.

Overcoming Objections to a Marketing Approach

It has been our experience that some students do not respond favorably to the concept of marketing. Marketing, or more specifically advertising, is often seen as manipulative and deceptive. Some professions, such as medicine and law, even prohibit its use by their members in their codes of ethics. The resistance to marketing by students is usually due to their view of the concept as crass and anti-humanistic. They hope (against a great deal of evidence to the contrary) that there is going to be a demand for their services because they are intelligent, honest people. They feel somehow betrayed that after four years of hard academic work that they still have to look for a job.

To overcome these objections, we have relied on cold, hard logic. We point out that two basic factors are operating in the employment process. First, many of their "competitors" offer a high quality service which results in the "buyers" having little basis for comparison. Second, the "buyers" may be unable to recognize high quality service. With this degree of inexactness operating in the employment process, an effective presentation to the buyer by one competitor, regardless of his or her qualifications, can be very significant in the final decision of that buyer.

Other points to emphasize are that a marketing approach is simply an organized method of looking for a job and that it tends to be more economical than the more traditional job-search methods. It is interesting to note that discouraged job-seekers are sometimes more accepting of this type of argument because they have seen the futility of their first efforts.

Vehicles for Introducing a Marketing Approach

There are a number of methods which can be used to introduce students to this concept. It can be accomplished on an individual basis during counseling. The major drawback of this method is internal to the counselor since it becomes tedious to repeat the same information over again. Also, it allows the student to take a passive role in the counseling session.

More effective methods of presentation for us have included group sessions (workshops, classes, and club meetings), graphic display, and inclusion in the office newsletter. The newsletter is probably the most far-reaching vehicle because of the type of student body we serve. They attend school, work, and have family responsibilities and need assistance in seeking professional employment which they can use at their convenience.

COMPREHENSIVE CAREER DEVELOPMENT & PLACEMENT SERVICES

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Three career development specialists explained Delta College's Career Development & Placement Services. The presentation was directed toward the methods and structure of administering a comprehensive program of career education and the services, resources, staffing patterns, administrative structure, marketing strategies, and evaluation procedures of the Career Development & Placement Center.

The career education programming efforts are administered through the Student Affairs Office by a Career Coordinating Committee (C.C.C.). The C.C.C. Committee is made up of representatives from Counseling, Admissions, Placement, Special Services, and the Career Development Center. The representatives from the aforementioned offices meet on a regularly scheduled basis to better communicate, coordinate and share in the responsibilities of providing the college community a quality Career Education Program. Therefore, the main committee purpose(s) is to: (1) plan, oversee, and coordinate career development activities throughout the college community, and (2) to serve as a resource and advisory group to the Deans of Academic Affairs, Community Affairs, and Student Affairs in matters pertaining to career education. Additional committee functions include providing in-service training, consultant services, workshops, conferences, and upgrading of skills inherent in career development programming.

The administrative structure of the Career Development & Placement Center (C.D.P.C.) consists of a Director, Associate Director, Career Information Specialist, S.I.G.I. Specialist, M.E.S.C. Job Interviewers, a full-time secretary, and six (6) student assistants. The student assistants are trained and function as peer counselors, handling many of the scheduling, intake, and information giving job functions. The services and resources of the C.D.P.C. Center include individual and group assistance with resume writing, career exploration, interviewing techniques, job hunting methods, and interest assessment. The resources include employer information, career information books, briefs, filmstrips and microfiche, a S.I.G.I. computer guidance system, and college, university and trade school information.

The C.D.P.C. Center employs an aggressive marketing strategy which includes the following activities: (on-campus) feature articles and job listing in student newspaper, announcement in the daily student Bulletin, field trips to four-year colleges and universities, class tours for academic classes, on-campus recruitment, newsletters to identified groups; i.e., faculty, students, counselors, Job Mart (job listing) boards throughout the campus, a job notification service, presentations at faculty division meetings, presentations in the classroom, sharing of placement follow-up data with faculty for curricular development purposes, publishing of materials for career awareness purposes; i.e., Tri-County Program Directory and Career Possibilities Directory, and special career seminars and conferences. Off-campus marketing strategies include Radio/TV coverage, news releases to local newspapers, career exploration workshops and conferences for the general public, satellite career centers and employer contacts (job development).

The location of a career center is one of the most important things to consider when writing your career center proposal. Take a look at your campus traffic patterns and pick a location close to the commons or most active place on campus. The size of your career center will dictate the types of services you can offer. For example, if you do not have the seating capacity for 20-25 students, you will have a difficult time accommodating class tours. Another concern that needs attention is your staffing pattern. Do you expect students to help themselves to your career resources? Will you provide personal assistance to students seeking career information? If you choose the first, you will find that students will help themselves to your career resources. This becomes obvious when completing your year-end inventory.

Evaluation is an activity that will supply you with the justification needed when you budget. The outcome measures used by the (C.D.P.C.) Center include a year-end tally of the number of walk-ins, class tours, counseling sessions, college field trips and participants, S.I.G.I. appointments, classroom presentations, job listings, applications processed, and confirmed hires. Follow-up studies are conducted in cooperation with our Research & Development Office. They consist of a graduate follow-up study, user follow-up studies, S.I.G.I. post interviews, and Educational Testing Services' evaluation of S.I.G.I.

CAREER RESOURCES: THE BACKBONE OF CAREER COUNSELING

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In asking career counselors what is the one thing they couldn't do without, the career library is usually the number one answer. The career counselor's job is multi-faceted; information dissemination being one of the primary responsibilities. An updated, well-organized career library can make the information dissemination process easier, more accurate and more thorough.

The major concerns for career counselors who wish to develop a career resource center are TIME and MONEY. Directories, listing undergraduate and graduate schools and employer addresses, are a necessary part of the library. Reviewing directories selectively to make sure they are complete can save the cost of buying several directories on the same subject. Many resources, however, can be obtained free of charge and will serve as the bulk of the Career Resource Center. Professional organizations often produce career literature, publication lists, education/training centers, and employer contacts which can be obtained by writing to the particular organization. The "Career Resources Resource" lists several organizations, agencies, and additional sources to consult for career publications and free literature. Recruiter literature and information on companies (i.e. annual reports) can also be obtained free of charge by writing directly to the company and being placed on their mailing list. Catalogues from undergraduate and graduate schools can be obtained in the same manner, although some schools are starting to charge a minimal fee for their catalogues.

To facilitate the ordering process, we drew up a master list of what schools and organizations we wrote to, and which were able to provide us with the requested information. This list was then reproduced onto Xerox labels. Each summer these labels are photo-copied, placed on ten-cent postcards requesting updated information, and sent out. A work-study student is usually assigned to this task. When a company or organization is no longer able to provide us with the needed information, they are deleted from the master list.

Stocking a career library with the Career Planning Office's own publications can be a real money-saver. Moreover, by writing guides specifically for your students, you are assured of a complete resource that meets the special needs of your student body. For example, the Ithaca College Career Planning Office has published guides on resume writing, internships, teaching, business school, law school, summer jobs, letter writing, credential development, self-initiated job search, and career exploration.

Alumni can be a valuable source of information, and our Alumni Network has therefore been included as part of our job search section in the library. File cards on over two thousand alumni are indexed both occupationally and geographically. Alumni who have consented to provide career-related information for students have been an invaluable resource for our students in their career exploration and job hunt.

Time is the other major concern most Career Planners face. Maintaining a career library is certainly a time consuming process which demands a good deal of attention. By dividing the responsibilities among a few key persons, we have found that this has become less of a problem. One person is in charge of the overall maintenance of the library, which includes making decisions on ordering and classification procedures. Another person is in charge of the actual paperwork of re-ordering and record-keeping. A third person is responsible for filing materials into their assigned locations, as well as discarding out-dated materials. By recording the date of publication and arrival of our resources, decisions about which materials to discard are more easily made.

Once the materials have been obtained, the next problem is how to organize them for maximum efficiency and accessibility. The design of the career library in the Career Planning Office at Ithaca College has taken into account the needs of the student body and the types of materials necessary to meet such needs. Information is available for students in all phases of the career development process and has been, quite simply, divided into three main areas utilizing a color-coded system. Yellow boxes contain occupational literature: what jobs are available in the field, what a particular job entails and, usually, what skills and education you need to get into that occupation. Green boxes contain educational literature: graduate school catalogues, undergraduate directories, and information on post-graduate study, summer study, study abroad programs, and internship/apprentice opportunities. Red boxes contain employer addresses and descriptions of actual positions.

The yellow, green, and red boxes are shelved alphabetically by contents, and contain information in the following areas: Abroad: Work, Study and Travel; ACTION: Peace Corps and Vista; Arts, Business; Colleges and Universities; Communications; Education/Teaching; Employment Trends; Financial Aid; Foreign Languages; Government; Health; History; Information/Library Science; Internships; Interviewing; Job Hunting; Law; Math; Minority Information; Music; Philosophy/Religion; Political Science/History; Professional Associations and Occupational Directories; Recreation and Physical Education; Resume Writing; Science/Math; Social Services; Study Guides and Test Information; Summer Study/Employment; Travel (USA and abroad); Women; and Writing. Individual boxes, shelves, and sections of the library are labelled. See the map attached for spatial arrangement of materials and resources.

To facilitate materials being returned to the correct locations, each box is numbered. The yellow boxes are ___.1; the green boxes are ___.2; and the red boxes are ___.3. For example, the yellow Government boxes are numbered

11.11, 11.12, and 11.13. The green Government boxes are numbered 11.21, and 11.22. The red Government boxes are numbered 11.31, 11.32, 11.33, and 11.34. Each resource material is labelled in the upper right hand corner with the name of the subject area and the box number from which it came. Students can put materials away by matching the identification number on the resource material to the box number.

Materials which do not fit into boxes, such as large directories and text books, are shelved and located in the same topical areas as above. These materials are also color-coded, and can be identified by colored dots on the binding. Books with yellow dots are Education/Teaching directories; books with green dots are Government and Washington directories; books with red dots are Continuing Education directories listing schools and majors, and so on. Each shelf is marked with a colored dot; students can re-shelve materials by matching the colored dot on the binding to the one on the shelf.

For efficiency in locating materials under specific subjects, and for re-ordering materials, we designed a complete card catalog. Each resource of significant value was carded, and cross-indexed where appropriate. The cards contain the following information:

Title of Reference
Author/Editor

Publisher
Publisher's Address

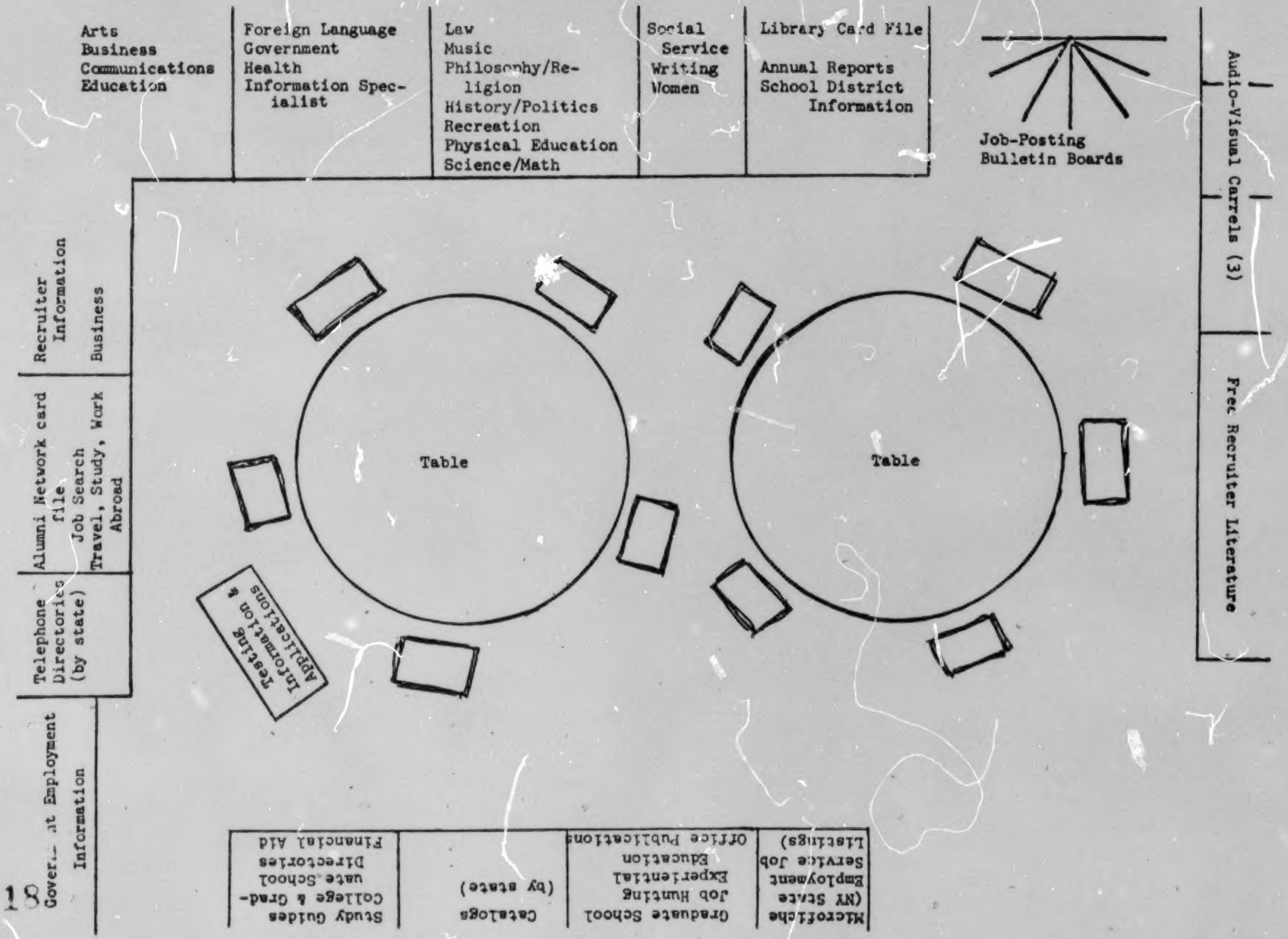
Number of copies in library

Copyright Date
Number of Pages
Price
Date Received

LOCATION IN LIBRARY

This cross-indexing is useful both for students and counselors who need information on a particular topic. Not only does this system organize our materials, but it allows us to make maximum use of the resources we have. In addition, students can do much research on their own, using the cross-indexed notations, and following the color-code for shelved material.

Clearly, it is impossible to order every existing resource on every conceivable topic. You will find that there will be new and interesting resources in every library or office you investigate. However, being able to direct students to where they can obtain the information they are seeking is equally as important as actually having it in your library. Knowing what resources the faculty, the school library, the public library, and other offices or organizations have can be a time and money saving tactic. Having resources and being the resource person to these resources will make your job much easier, and will make the students' career exploration a more effective, rewarding, and informative experience.


Arts
Business
Communications
Education
Foreign Language
Government
Health
Information Specialist
Law
Music
Philosophy/Religion
History/Politics
Recreation
Physical Education
Science/Math
Social Service
Writing
Women
Library Card File
Annual Reports
School District Information
Job-Posting Bulletin Boards
Audio-Visual Carrels (3)
Free Recruiter Literature
Table
Table
Testing Information & Applications
Recruiter Information
Business
Alumni Network card file
Job Search
Travel, Study, Work Abroad
Telephone Directories (by state)
Government Employment Information
Study Guides
College & Graduate School Directories
Financial Aid
Catalogs (by state)
Graduate School
Job Hunting
Experiential Education
Office Publications
Microfiche (NY State Employment Service Job Listings)

MANAGEMENT OF CAREER INFORMATION

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The purposes of career counseling are threefold: to help the client to recognize her/his needs and values, to identify priority goals, and to discover ways of reaching them. It is not our role to force a decision. It is our role to listen, to reflect, and to provide the resources necessary for well-informed decision-making.

The task may be as simple as finding a listing of hospitals in Des Moines, Iowa, or as complex as working with a student who has no idea of what to major in, let alone do with her/his life. Such varied counseling requires a wide range of career resources - everything from self-exploration materials to business directories to college catalogues. Without current, unbiased occupational information, the career counseling process is an exercise in fantasy. Expertise in self-exploration and analysis is important - even essential. But unless it is accompanied by technical knowledge of occupations and educational opportunities or the ability to refer the student to appropriate resources, it is all pie-in-the-sky.

Robert Hoppock says, "The imbalance of professional competence which prevails today may permit a service which is better than none, but it hardly seems calculated to produce the best results in terms of realistic choices."[1] Even if we are not always as technically competent as we might be, we should at least be able to refer students to a logically organized collection of information where they can find answers to their questions.

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[1] Hoppock, OCCUPATIONAL INFORMATION, McGraw Hill, 1976, p. 88

There are basically four types of career information:

1) Print - books, pamphlets, catalogues, wall posters
2) Audio-visual - tapes, films, slides
3) Primary sources - alumnae, family, community resources
4) Computer systems - SIGI, MOIS, etc.

In this paper I will be talking about the first type - print information, the mainstay of a low-budget career library.

Print materials come in all shapes and sizes, from 8 1/2 x 11" pamphlets that can be bound in a three-ring notebook to undersize and oversize books. Finding a way to store and display such articles as newspaper clippings and correspondence from employers along with newsletters and posters can be a challenge. It takes an innovative and very creative librarian to organize career resources so that they are accessible to all students.

CATALYST[2] suggests that there are four main objectives of a career resource library:

1) to provide and disseminate the most current occupational and educational information,
2) to help individuals in their use of these materials to achieve their goals,
3) to assist clients in thoughtful career planning and decision-making, and
4) to provide a support system for career counseling services.

In order to achieve these four objectives, a library must be, first and foremost, conveniently located in an area that is highly travelled by both students and faculty. This may mean anything from a classroom building to the student union. If possible, remove all barriers to student and faculty traffic. Otherwise, the library will go unnoticed and never get the use it deserves. It can be an excellent public relations tool that will win advocates among even the most skeptical faculty. With the faculty on our side, participation in other career development programming can't help but increase.

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[2] CATALYST, "Guidelines for Developing a Career Resource Library," p.1

Accessibility extends, of course, to the organization of materials. Think back to the days when we were college students. Would we have come to a career library looking for THE OCCUPATIONAL THESAURUS or just "some book on what to do with my major"? Would we ask for "social/artistic occupations" or something on art therapy? In order to arrange materials so that they will be found by students, we must start thinking like students - and most students have never even heard of Richard Bolles!

We are the best gauges of our population's vocational sophistication. Are there certain easily-grouped questions asked in counseling sessions? Certain categories of concerns? Get together and discuss this. Brainstorm - from the student's point of view. Then - talk to students. Get their input. Who's a better judge? Although we, as career counselors, may classify information in terms like "Self-Assessment," "Career Exploration" and "Goal Implementation", these categories may have no meaning at all for our students. It is important to recognize the simple fact that it is the students and not our peers who will be using the library and, if they are unable to find what they're looking for, they are not likely to be back. Even if we have to label a section "Jobs", instead of "Employment Options", isn't it worth it?

Accessibility means "easy to find." Accessibility also means "easy to use." In other words, not having to hassle with bunches of flyers falling off the shelf every time you want to see a particular pamphlet or having to remove all sorts of inserts from a binder in order to reach an application in the back or packing the file so tightly that you need a crowbar to pry loose the folder on "welding"!

No matter how "easy to find" or "easy to use" the library may be, students may find it hard to remember where they picked up a particular pamphlet. Rather than risk a misplaced item of crucial information, it is a good idea to supply a "return box" for used materials. A trained student aide can later return them to the shelves or the files.

Other aids to accessibility include an extension of library hours and a weekend check-out system.

No one likes to spend time in a poorly-ventilated, low-lit, sterile box of a room. Any way that we can enhance the comfort and attractiveness of the library will be appreciated. If the capital budget can't withstand such extravagances as carpeting, hanging plants, or bright curtains and cushions, the bare minimum is good lighting, ventilation, and comfortable chairs and tables. The seating area should be large enough to accommodate several browsers. Decorate the walls with bright posters and bulletin boards. Strategically display materials of special interest on tables. Don't clutter the working space though. In a low-budget library, space is at a premium. Choose shelving and files that are functional, but unobtrusive.

If space is limited, it is better if students waiting to interview with on-campus recruiters do not wait in the library. They will take up room so that others who are only interested in browsing will not feel free to stay. It can also be intimidating to underclassmen to be interrupted every half-hour by the voice of a recruiter announcing the next appointment.

Hoppock advocates the presence in each career resource center of an "information specialist", an expert in the field of vocational information whose sole responsibility is the care and feeding of the library.

Wouldn't it be nice if we could all afford an information specialist? But, alas and alack, most of us are not only the information specialist, but the counselor, administrator, programmer, and P.R. person too! In this job, you need degrees in library science, education, counseling, labor economics, and business administration just to stay alive. Nevertheless, it is critical that there be someone - if only a student aide who is familiar with the library - available at all times. Even the best handout map is not foolproof. It is ideal if the person who has primary responsibility for ordering and cataloguing is also available to answer students' questions. This is another accessibility factor and not an easily rotated task.

CATALYST[3] lists seven criteria for selection of materials:

1) content should be appropriate to the purpose and needs of the library (recognize the unique nature of your collection - work within that definition, i.e., don't duplicate college library references)

2) material should be applicable to the clients and users of the library (representation of non-traditional occupations for women in a 4-year liberal arts college such as welder, line-person, and assembly-worker is worthwhile, but why fill your shelves with such materials?)

3) current and up-to-date materials (how quickly will the information become obsolete (check the style and content for details that will date it)?

4) comprehensiveness and accurary of material (have it reviewed by someone who knows)

5) free of sexual and racial stereotypes (nothing will turn a student off faster than a photograph of a female secretary with a mini-skirt serving coffee in the board room!)

6) attractive format (sometimes the most useful information will be overlooked because of its packaging - you can tell a book by its cover)

7) cost in relation to the value of materials (if a pamphlet that is free is going to sit unnoticed in the files while a more expensive book on the shelves will get used, you have two choices, buy the book or improve the filing system)

Student and faculty input is always helpful in making acquisitions. If evaluation forms are supplied to users, they can take advantage of them to record any gaps they find in the library. Since most faculty members will not take the time to pay a visit, we usually have to communicate with them by mail. A simple postcard designed to inform departments of new materials in their area of interest can also be used to solicit faculty recommendations for relevant acquisitions. Many academic departments have their own "in-house" collections from which they can make suggestions.

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[3] CATALYST, "Guidelines for Developing a Career Resource Library," P 2

Another cooperative relationship that can be beneficial to us and our students is with the college librarian. You'd be surprised at how many valuable directories are housed in the reference room - books that we, with our meager Student Affairs budgets, will never be able to afford! Rather than throwing our arms up in despair when a student asks for the latest "Moody's Register", compile a bibliography of career planning resources available in the college library. Keep it where it will be easily visible. The "pros" may even volunteer their year-old references to you. Many college librarians will also be willing to listen to your suggestions for additions to their collections. Put in a word for those materials that are out of your financial reach. Have them notify you whenever they receive something of interest. They might even offer to put on a special display of career planning resources.

Any career resource center that is worthy of being called a "library" must have a systematic accession process - what to do with the materials once they arrive. This is the procedure that we've developed at Saint Mary's:

1) EXAMINE new material - make sure that it's what you ordered and that it is worth keeping.

2) CIRCULATE material to other career counselors.

3) NOTIFY appropriate faculty and students.

4) COLOR-CODE - counselor determines color-coded section, student aide tapes spine of book accordingly. Library sections are color-coded as follows:

MAJORS
MAJOR TO CAREER
WOMEN, WORK AND E.R.A.
SELF-EXPLORATION/JOB SEARCH
SUMMER JOBS AND INTERNSHIPS
GENERAL OCCUPATIONAL INFORMATION
EMPLOYER LITERATURE
EDUCATION
GOVERNMENT
LAY VOLUNTEER/RELIGIOUS
NURSING
GRADUATE AND PROFESSIONAL SCHOOLS

These classifications were determined to be most basic in our work with Saint Mary's students. The scheme will, of course, vary according to the composition of the population.

5) CATALOGUE - Two rolodex cards of bibliographic information - author, title, publisher, price, acquisition no., and annotation. Each card is color-coded. The first is filed by color-coded section in a student card file in the library. The other is filed alphabetically by author or title in an office file.

   Books are also numerically recorded on an acquisitions list with the date acquired by the library.

6) CROSS-REFERENCE - If the new book pertains to certain occupations for which we also have files, it is cross-referenced in those files.

7) SHELVE - Phew!

The occupational files can be set up in a number of ways including alphabetically, U.S. Census, D.O.T., Industry, Holland's interest classifications, etc.

We have chosen to use the D.O.T. system distributed by Chronicle Guidance Publications. I have mixed feelings about this system. It is systematic, comprehensive, and theoretically sound. There is a place for everything and everything in a place. It makes sense to place occupations that are similar in nature close to each other thereby encouraging exposure to related alternatives. The student looking for information on "flight attendant" will also find information on waitresses, receptionists and other service occupations.

But there lies the catch. Many of the file headings are so broad (especially in the business areas - "Managers and Other Officials") that the student is unable to just poke through the file and guess the location of what she/he is looking for. The headings are terribly ambiguous to the untrained eye. Unless she/he knows enough to use the D.O.T. which sits atop the file cabinet, she/he doesn't stand a snowball's chance in hell of ever finding "flight attendant." Even if she/he does know enough to check the D.O.T., with the amount of cross-referencing in the grand-daddy reference of them all, it will take a half a day to find a simple occupation. By that time she/he could have just gone out to the airport and talked to the real thing.

So, the key is to make such a system as useable for the student as it is for us. A wall-chart next to the file cabinet listing the file numbers of the most commonly requested occupations is a good compromise. When it's easier for a student to seek out a primary source than to find a file in the career library, then you know your system's in trouble.

We have put together a library guide that not only describes where things are, but also assumes a process perspective. In reading through the "flow chart", the student is exposed to the different stages of the career development process. This encourages further exploration.

Another career exploration aid that is available through the career library is A.R.C. - The Alumnae Resource Chain. This is a file of alumnae volunteers who have agreed to share their expertise in various fields and lifestyles with present students. The cards are filed by major so that a biology major of 1979 can readily see what other Saint Mary's biology majors have done with their academic training. Other options might be to file cards by career or geographical area. We are in the process of computerizing this information.

I would like to close with five additional suggestions for setting up and maintaining an effective career library:

1) Be on as many mailing lists as possible. You can always turn down materials that you don't want, but you can't order things you don't know exist.

2) Order on approval, if possible. Examine carefully. Return if inappropriate. Be conscious of the return date.

3) Experiment, but with caution. Don't order $300 worth of tape cassettes without being pretty sure that there is an audience for them.

4) Consult with other professionals in the field. We are all pioneers!

5. Leave room for expansion. Save space to grow with the field.

Most importantly, KNOW YOUR COLLECTION - its assets and its limitations.

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT CAREER PLANNING IN SMALL COLLEGES, BUT WERE AFRAID TO ASK

Elaine Spurlin
Sophie Newcomb College
Keynote Address
1st Conference
Tusculum College
Greeneville, TN

Today I feel in much the same position with you that I am when a senior walks into my office in the middle of May and says "I'm graduating in June and I have to get a job. I'm a psychology major (you can substitute your favorite major here) and I've never had a job before. I do know that I want to work with people. Can you give me a test to see what I'm best suited for?"

I am sure that this situation is familiar to many of you. Of course, I would have to say to this student, "I can't give you a test that will tell you what you should do, and I don't have any quick and easy answers about jobs. But what I can do is to help you realistically assess your goals, your interests, and your abilities. I can provide you with sources of information and help stimulate your thinking about ideas you may have."

Just as there aren't any easy answers about choosing the right career, there aren't any easy answers for establishing a career planning and placement office. What I hope I can do with you today and through the coming days is to share my experiences in developing two offices in liberal arts colleges into fully functioning career planning centers. I hope that my ideas and suggestions will be helpful to you in stimulating and broadening your thinking about strategies for developing your particular office into the service that is best for your particular institution and your students.

I would like to get you involved for just a few minutes in a fantasy. I enjoy using fantasy with students and think that fantasy exercises can help to stimulate creative thinking.

The situation I want to fantasize is your first day on the job in career planning. I want you to imagine what would be the ideal situation as a counselor walking into a new position in career planning.

Sit back, relax and close your eyes. Try to picture your first day walking up to the building where you will be working. What does the building look like? Is it located in the center of the campus or stuck off in a corner?

As you enter the building and walk into your office, who greets you? A secretary? A student worker? An assistant? What do you talk about?

Your first appointment of the day arrives. Is she/he coming to you for counseling, advice, or to tell you about a recent job offer?

What other activities are you planning for the day?

Coming back to reality now, how does your present situation on the job compare to your ideal situation? How much work do you have to do before the fantasy you have approaches reality? I think that the workshops offered today and tomorrow will help you make your fantasy a reality.

I'd like to share my experience with you from my first day as Director of Career Planning and Placement at Maryville College. That day was far from my ideal fantasy.

The morning I came into work was a hot day in September. I stopped by the Dean's office to find out what I was supposed to be doing and where I was to do it, whatever it was. I already knew that I didn't have an office since I was the first director of career planning at the college. The Dean escorted me over to the Student Center to a temporary office which was normally used by the Counseling Center during the academic year. I had pencils and pens, a note pad, and of course, all my most recent articles and bibliographies about career planning I settled in to start work after opening all the doors and windows and saying a brief prayer for rain.

I spent that morning making a list of everything I thought would be necessary for a new office. By early afternoon, my first client dropped in by mistake. He had been looking for another office. When he asked me what I did, I remember thinking that he had asked an excellent question. No desk, no office, no typewriter, and no career information. I was the Career Planning Office.

After the young man left the office, I sat there for a few moments wondering if I had bitten off more than I could chew. For an instant I was actually scared by all the work that had to be done.

But, by the time school started in two weeks, the office was functioning. We had managed to beg, borrow and steal furniture (which was literally stolen from the lobby of the Student Center). I preferred to think of it as making better use of the college's facilities. There was a desk and typewriter and some free career information that had been ordered which helped transform the space which had previously been a small faculty lounge into a new Career Planning and Placement Office. After the sign was hung above the office door, I felt more confident that the Career Planning and Placement Office was a permanent addition to campus life.

Evaluation is much easier in retrospect. In looking back over the last four years, I have tried to condense my suggestions for establishing a Career Planning Office into 10 points:

I. Set Goals

Point number one is simply set your goals early in the year. Make sure that the goals are realistic and that they can be measured or assessed. Vague and general goals such as planning to establish an outstanding Career

Planning and Placement Office have little meaning when the time comes for evaluation of your year's activities. A more specific and realistic goal may be to develop 10 programs over the year covering topics of career concern to students.

In order to keep a check on your progress, set some very specific short term goals along with some more general long range goals. Put some time limits on your goals so that you aren't tempted to procrastinate. It is much easier to assess the effectiveness of reaching goals which are specific and limited.

Share these goals with your supervisor, whether this person is a Dean or Director of Career Planning and Placement so that he or she will have an understanding of the mission of the office. If you are working with an advisory committee, ask for their input into your goal setting. Having established priorities on which the office will concentrate will alleviate misunderstandings in the future.

I do not think I can stress the fact too strongly that being realistic in your planning can save you a great deal of worrying. One goal that haunted me throughout my first year at Maryville College was establishing a fully functioning Career Planning and Placement office. So much had to be done in the first year toward establishing the office as a career planning center that placement seemed to always suffer. Although we were listing some jobs on bulletin boards and maintaining files of current job openings, that didn't seem to be enough. By the second year, when the office was running more smoothly, I could spend more time out of the office visiting companies and making contacts. But, for one whole year, I was feeling that I was not meeting my goals.

As a person working in the field on career planning, one can always do more. There will always be new programs that can be initiated. But, be careful if you are in the position that so many career planning and placement staff are of being the only full time paid professional staff member in your center. Doing a good job in a limited, realistic area may be more valuable than doing a sloppy job and covering everything. Hopefully, next year will bring expansion and development of new programs.

II. Develop Contacts

Make contacts and maintain them. Contacts both inside your college and in your community can provide you with valuable sources of "cheap" help and information. When I moved to Maryville College from the University of Tennessee, some of my most valuable resources were obtained through my University colleagues in Women's Programming, Placement, and the Education Department who served as speakers, consultants, and counselors in my new office. Through these people, I was able to obtain practicum students who gave depth to our programs while gaining experience in the field of career planning.

The faculty at your own institution can also be a valuable source of help and support, if approached correctly. By involving faculty in developing programs on careers in their major areas, the career counselor can increase the visibility and accountability of his/her programs. One strategy which may be helpful in developing this type of communication is setting up individual meetings with department heads and other sympathetic faculty members in an effort to share career resources available in his/her field. This contact can and does often encourage faculty to refer students to a newly established office.

The counselor can also gain information from this arrangement by seeking input into his/her program from faculty members. Faculty often are aware of up-to-date career information which could be obtained for the library. By involving faculty early in the development of the program, one can cultivate future support among the faculty. Faculty are encouraged to refer students to the Career Planning Office and are also more likely to provide resources for future programs.

Many faculty members, particularly the "purists" in the liberal arts college are often reluctant to support the idea of career planning. They may see this new emphasis on "vocationalism" as a threat to them, the college, and the well being of the students, in the long run. By making contact with these professors, explaining specific programs and ideas, one can alleviate some of these fears. The Career Planning Office is actually a service to faculty as well as students. Try to explain your operation as giving something to the faculty rather than taking away from them.

Another effective means for demonstrating the worth of the office to faculty and staff is by making direct services available to faculty and staff. By maintaining current job listings, providing up-to-date information about the job market, making consultation on resumes available, and always having the latest copy of the "Chronicle of Higher Education" available, staff and faculty see the value of the Career Planning Office even more clearly.

The group of contacts or "supporters" who are perhaps the most important group are the alumni of the college. For many small private colleges, the alumni are a major source of support. They can also be sources of jobs as well as participants for career panels and programs. As well as providing financial support for programs, alumni can also provide people power for programs. Some very successful career activities have involved bringing past graduates onto campus to discuss how their careers developed. When these alumni come back to campus, they really express pleasure at getting involved again with the student body. Students are free to ask questions that they are reluctant to ask in the interview situation. Alumni are excited about serving their Alma Mater with personal services rather than financial ones. The honest interchange between alumni and students provides valuable information for the students and establishes future contacts for the students' job search, as well as cultivating a renewal interest in your college among successful alumni.

My point again - make contacts with faculty, staff and alumnae and follow them up. If you are enthusiastic and concerned about your mission, perhaps they will share your enthusiasm.

III. Maintain Visibility

If your office is just beginning or if you want to change your image, take advantage of all means of publicity available to you. Keep the office in the spotlight of local and campus media. Arrange public service spots on local TV and radio. Volunteer to be on local radio or TV talk shows, take out ads in local and campus newspapers, and spend some time speaking to local and campus groups about your function.

After people begin to recognize your name and understand your purpose, they will contact you. At least once a week I get a call or a letter from someone who has heard about my office and would like to come to campus to talk to students. These requests range from diplomats who want to talk with women about careers in foreign service to public relations people at local hospitals who want to discuss opportunities in health services management.

So, if you can't get out of your office to make these contacts, make yourself visible through the media and these resources will come to you.

IV. Share Resources

My fourth point is to share resources with other local or campus organizations. If local resources can be identified who are working your areas of interest, develop means of cooperating. For me, this often means that I will provide space for a program or handle the publicity for the program in exchange for having the opportunity to let students from my college participate. For example, if the local chapter of a professional organization sponsors seminars, call the president and ask if they would meet on your campus in exchange for your handling publicity. This type of arrangement can bring students and professionals together at very little expense to you.

I provide space and resources to other campus organizations in exchange for their staff members offering workshops and seminars in my office. There are thousands of opportunities to co-sponsor activities with organizations that would welcome the help. Try to identify them, and do not be offended if your name appears last on the program.

V. Develop Programs

So much of what I have talked about so far involved using resources, developing resources, and maintaining day-to-day activities. In handling these aspects of the office, I seem to have left out the most important part - the students. The development and growth of our students is, I am sure, what all of us are ultimately seeking. So, if all of these previous things are also important, how can the career counselor most effectively use her/his time with students?

Students today seem to me to be very pragmatic. They want as much information as possible in the least amount of time for the least amount of effort on their part. I try to meet those needs by offering several approaches to direct services. Career planning workshops appear to be the best way to reach students with career information. Workshops designed to teach students values clarification techniques, decision-making skills, assertive job interviewing, and resume writing meet with varying degrees of success but still seem to be the most effective and efficient means of communicating with students for many counselors. The advantages to the group approach are fairly obvious - the counselor can communicate information to more students in less time, students can learn from each others' experiences in the group, and provide each other support during the decision-making process. These groups can be offered in a variety of ways.

For the incoming student, the freshman or the transfer, orientation is an excellent vehicle for offering this type of program. By reaching the student early in his/her college career, the counselor can introduce the idea of life and career planning and offer resources for future decision-making.

The career planning course is also very helpful when offered to students for credit. Many colleges are beginning to offer courses through their psychology or education departments to help students through their career planning process. I am not going to spend a great deal of time talking about resources for these courses, but I will say that there are some excellent resources here at this conference if you are planning to try to institute such a course.

One other group that I have found very successful is the "panic struck seniors" group. By setting up informal groups of seniors (and juniors if they're interested), I have been able to help them find answers to questions which usually center around career choice and life plans.

As well as making various groups available to students, along with individual counseling, it is also important to make basic information readily available. Often a student will come into the career planning office with very clear goals. This person may simply need specific facts about writing a resume or applying to graduate school. By developing self-paced packets explaining the job search process and by organizing a career library so that students have easy access to materials about graduate and professional schools, the counselor can save a great deal of time. If students come to your office seeking straightforward information such as this and get it easily, they are much more likely to participate in other aspects of your program when they need them. Specific information that can be provided along this line includes test dates for professional exams such as GMAT, LSAT, GRE, and MCAT, study manuals for these exams, directories of graduate and professional schools, and information about federal employment.

At Maryville College, the Career Planning Office set up a booth in the cafeteria providing each senior with a packet of information including a copy of The Graduate Magazine and information on starting the job hunt. By going to the students in their territory and providing them with very practical information, we were able to initiate contact with almost all of our seniors. In the follow-up visits to the office, these seniors knew specifically which areas were problem areas for them and asked for specific help or information.

Along with providing services goes maintaining good files and follow-up services. One area that is easy to fall down in is the maintenance of good records. I keep a card on every student I see giving at least a brief description of my contact with him/her. When something of interest to that student comes across my desk, either I or my secretary can pick up the phone and call the person. Students have a good feeling about your service if you show concern.

VI. Attend Conferences

Attend as many good conferences and workshops as possible. I do not know how I could have possibly gotten the energy or stimulation to re-evaluate and try new programs my first year in career planning if I had not had support and advice from people whom I met at national and local conferences. Shortly after I took the job as Director of Career Planning and Placement at Maryville, I attended a conference in Kansas City sponsored by Division VI of ACPA, the Career Counseling Division. Through that conference, I met outstanding people in our field who have shared with me over the past four years a constant stream of ideas about professional concerns. Besides being a wonderful place for gathering information about what other individuals are doing in the field, getting away has provided me with that rejuvenation which helps maintain my enthusiasm for my work.

VII. Manage Time Wisely

My next point should possibly come first in terms of priority. It is "learn to manage your time." My friends in the business world would love to refer to me as the "touchy-feeling type." I think it is very important to develop counseling skills and stay as flexible as possible in dealing with students. But the reality of the situation is that we as "misfits" often have many more demands placed on us than just counseling. We involve ourselves in administration, teaching, counseling, public relations, and usually anything else that nobody else will undertake. I, after several years of teaching students the value of being assertive, am gradually beginning to implement more and more of my advice about "saying no without feeling guilty." You have probably experienced the same "meeting fatigue" that many administrators have. By following some simple principles available through time management training, your life can be greatly simplified. Alan Tokins book "Getting Control of Your Time and Your Life" as well as many other recent articles about time management can provide techniques for getting the most out of your time.

I find that by setting aside one afternoon each week when I "hide out" in the library, I am able to get my administrative duties out of the way. Next year I am planning to work one evening each week in the quiet of my office, alone, on creative ideas, which otherwise would just continue to be ideas. By taking a morning out each week in compensation, I hope to be able to have clean laundry as well as a well run office.

VIII. Develop Management Skills

My next point is learn to manage people as well as your time. I believe that learning to delegate responsibility is absolutely necessary if we are going to do all the things that are expected of the Career Planning and Placement Center.

IX. Be Persistent

The best plans in the world often meet with less than successful outcomes. Don't be discouraged if no one comes to your most outstanding workshop. Establishing yourself on campus will take time. Often a few satisfied clients are the best PR one can have. So, work with the small groups you have and have faith that the good word will spread.

X. Don't Panic

Last, but certainly not least, is DON'T PANIC. I think we are in a very exciting profession that offers a tremendous potential for personal satisfaction as well as the opportunity to be very creative and provide services for others. I hope that this week's conference will help you meet your goals, both personal and professional, whatever they are.

Good luck. A special thanks to a wonderful group of people at Maryville College and the University of Tennessee. I think that they are wonderful examples of people who are excited about their ideas and their careers. I hope you gain as much from your interactions with them as I have.

Thank you.

LIFE ON A ROLLER COASTER: REFLECTIONS ON THE FIRST YEAR AS A NEW DIRECTOR OF CAREER PLANNING AND PLACEMENT

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Establishing a career planning and placement operation in an educational institution can be a challenge requiring a great deal of energy, persistence, creative ideas, planning and enthusiasm. The challenge is exciting in light of all of the opportunities to interact with several populations - students, faculty, alumni, administrators and employers. Programming opportunities are infinite, however the method to market these activities is unique to each institution. One caution to keep in mind - a mountain cannot be conquered overnight. There are many institutions in which faculty, administration, students are hesitant to support the career development function until they are more acquainted with it. Faculty have viewed career planning and placement as a threat to their position; students are hesitant to take advantage of the services as they tend to fear their unknown future and career planning makes them think about this issue.

Illinois Benedictine College is a Catholic institution located in the western suburbs of Chicago. I.B.C. was the recipient of a Title III Advanced Institutional Development Program Grant in 1975 in the amount of one million dollars for a three year grant period. Within the grant proposal was a component for the establishment of career planning and placement operation. The original director of career planning and placement was hired in 1975 and resigned from the position in January, 1978, leaving behind the beginning of an internship program. His perspective of the operation consisted of a strong "placement" orientation, with little emphasis placed on the career development aspect.

Hired in March 1978, as the Director of Career Planning and Placement, I reported to the Dean of Faculty and Instruction. There were three months left on the grant and my directions for that period of time were to "be visible" and to "spend money". There was little time left to assess priorities formally, so I initially spent time "getting to know" the institution which was critical in determining programming needs.

In addition, I was a female on a male-oriented campus, an important factor to keep in mind in developing credibility for the program. The student body of 1500 (over half commute) could be broadly defined as conservative, primarily from Catholic backgrounds and provincial attitude - most students are from Chicagoland and want to stay in this area.

Characteristics that are important in developing a successful program include:

- high level of energy
- creative ideas
- enthusiasm - it becomes contagious
- effective communication - written and verbal
- enjoyment of reading - keeping abreast of current literature
- assertiveness - knowing yourself and willing to sell the program
- "Play the Politics" - become aware of the institutional climate, watch for critical faculty in gaining support of the operation.
- "Effective Time Management" - learn how to allot time for various projects, but do not become "all things to all people".
- good administrative skills

As of March 1978, when I assumed the position of Director, I was fortunate to have a superb secretary, a supportive Director of Alumni Affairs and an enthusiastic and supportive print shop supervisor. There were problems in assuming the position in the middle of the spring semester which included:

- few career resources
- poor campus communication
- perceptions of career planning and placement were negative on campus

- few employer contacts for students
- recruiters viewed students as unprepared for interviews and the job market .
- poor handouts were previously available for resume writing, cover letters, etc.
- credential system was disorganized
- apathetic student body

With my initial informal assessment of the current situation comprised of three elements: Listening, Determining priorities, and Development of an action plan, the following chart evolved to identify the current status of the different populations of the college community.

Group	Perceptions	Programs	Needs
STUDENTS	Negative to unaware	Non-existent	Decision-Making skills Career Resources Job Hunting Handouts Job Contacts
FACULTY	Antagonistic	Non-existent	Create awareness of Career Planning Inform them about job market, career opportunities
ADMINISTRATION	Unaware	None	Keep informed about "What's Happening"
ALUMNI	Negative to unaware	Non-existent	Inform about services available Use of career information
EMPLOYERS	Negative to unaware		Start preparing students for interviews Use as career resource

The remaining comments will address the specific goals and objectives which were established to build a solid foundation for a career planning and placement office.

The following activities were implemented during March-May 1978 to accomplish the priorities listed:

I. To serve seniors
   a. Established a job hunting seminar series including resume writing, interviewing tips, creative job search. Offered

weekly at 4:00 p.m.
- b. Revised handouts for the job search
- c. Credential forms and policies were revised with input from Department of Education
- d. Counseling - individual appointments
- e. Advertising - Career Times, ditto

II. Order Career Resources
- a. With career bibliographies, many books costing money were ordered with AID Grant money
- b. Mass mailing was done to request free career information
- c. Mass mailing was done to request graduate and professional school catalogues for career resource library
- d. Ordered shelves and plastic pamphlet boxes to organize career resource library

III. Establish Employer Contacts
- a. Recruiters already were scheduled on campus - facilitated schedule
- b. Consortium Career Day - organized by Career Planning and Placement officers of 4 area colleges
- c. Attended Midwest College Placement Association meeting in Indianapolis - met some recruiters there
- d. Attended Government College Relations Council meeting

IV. Find "Friendly Faculty"
- a. Talk to faculty individually so they can learn more about Career Planning and Placement Program - mostly informal chats over lunch.
- b. Distribute any information about programming to faculty - calendar of seminars, career times

V. Coordinate Internship Program
- a. Delayed until summer

VI. Mental Health Days/Professional Development
- a. Attended Alma College Conference - Small College Career
- b. Time off

The following priorities were established as goals to accomplish for the summer of 1978 and the means to accomplish these priorities were through the following activities:

I. Internship program
- a. With the assistance of the faculty members responsible for supervising the interns, a procedure list was developed which was given to each student interested or involved in an internship.
- b. Records were centralized by the Director of Career Planning and Placement.

II. Office Publications
- a. Guide called "Dollars and Sense", How to Select a Graduate Management School was a guide begun at Ithaca College in

conjunction with Cornell University and completed at IBC during June. It was printed during the summer and was available for distribution in the fall.

b. "Beating the Paper Chase" - a guide to the application procedures about law school was written in conjunction with a faculty member in the Political Science Department. This was also ready for distribution in the fall.

c. "Gateways to Teaching" - a guide for students seeking jobs in education was a joint effort with the Department of Education and was not ready for printing until fall 1979.

d. "Career Times" - a publication distributed four times a year was ready for distribution in September. (Other issues published in November, January and March.) Information includes career information, testing dates, seminar, recruiters, publications available in the Office of Career Planning and Placement. "Career Times" was mailed to all juniors and seniors, distributed to all faculty, administrators and student leaders.

III. Increase number of Business Contacts

a. Met with some employers in Chicago following up discussions from M.C.P.A.

IV. Order Resources and Organize Information

a. Until June 30, many resources were ordered.

b. With the arrival of shelves and plastic pamphlet boxes, some of the information was organized and placed in boxes. The boxes were labelled with vinyl letters and dymo tape labels to identify the contents of each box. The boxes were color coded for type of information - beige for career information, blue for education related information (catalogues, etc.) and red contained the information for employer contacts - names and addresses. (A handout about the Career Resource Library explains this in detail.)

V. Organize Calendar for 1978-1979 (Handout available for this)

a. Dates for recruiters were established during the summer by letter or telephone contact.

b. Dates were established for seminars for job search, resume writing, interviewing tips, graduate school, internships and decision making.

c. Time was allotted for professional meetings.

VI. Work with the Alumni Office/Career Awareness Committee

a. Career Awareness Committee - sponsored the establishment of the Alumni Career Assistance Network. A resource to assist students in locating names of contacts in various occupations. With the first mailing, 100 people responded, a strong foundation for contact with the alumni.

b. Established date for September for an Alumni/Student Career Night.

For the academic year, 1978-1979, the following priorities were established and activities implemented to meet the stated goals.

I. Increase Student Traffic
  a. Students were informed about the Career Planning and Placement Office during Freshmen Orientation, in classes, and student clubs.
  b. Students attending workshops and seminars were encouraged to stop in the office for further counseling.
  c. Job$ Bulletin listing all positions mailed or called into the office published twice per month.

II. Create more support with the faculty
  a. Meet with faculty informally over lunch to discuss various topics relating to career development.
  b. Talked to the faculty at a faculty meeting about skills in the liberal arts.
  c. Invited faculty members to meet with recruiters.
  d. Started "Faculty Newsletter" - sent about twice a month regarding seminars, recruiters and other information of interest.

III. Put the Calendar into effect
  a. Most of the seminars scheduled were presented by the Director of Career Planning and Placement; when appropriate, members of the faculty were invited to share in presentations.
  b. Information about the various activities were advertised on posters in all academic buildings and residence halls, in the campus newspaper, and in the "Career Times".

IV. Improve the Internship Program
  a. More students became aware of the Career Planning and Placement program specifically the internships due to the efforts of a faculty member who arranged for me to meet for 10 minutes with each humanities class during September.

V. Organize Career Resource Library
  a. With the terrific assistance of a college work/study student, all of the plastic pamphlet boxes were labelled.
  b. The original location of the career information was in the reception area of the office complex which prompted "lifting" of many expensive resources. A request was made to move the resources to an empty room at the other end of the complex. This request eventually was granted and has eliminated the loss of many other materials.

VI. Work with the Alumni Office/Career Awareness Committee
  a. Alumni Career Night at the end of September
  b. Alumni Career Assistance Network organized resource for students to develop contacts within occupational areas of interest.
  c. Alumni Career Information Day - program modeled after Rotary Career Information Day where students were paired up with an alum for a morning and then came back to campus for a group lunch to meet with other alumni in different areas.
  d. Recent Alumni Workshop series - offering recent alums career counseling services once a month.

VII. Special Programs
  a. Requested by President of College to organize Career Information morning with a local Rotary chapter. Seventeen students participated, were paired with a local businessman, gathered at lunch for conclusion of the program.
  b. Graduate interns did field placement in the Office of Career Planning and Placement. Free source of labor, but it takes time to supervise their activities. Effort worthwhile.

VIII. Professional Meetings
  a. Midwest College Placement Association meeting - met some more recruiters. Participated in a panel of "Effective Marketing of Career Planning and Placement to the campus community"
  b. Government College Relations Council - meeting various people within federal, state and local government and learned about possible employment opportunities for our students.
  c. Consortium - Council of West Suburban Colleges - Career Planning and Placement Officers worked together and did a project meeting recruiters in the Chicago Loop to find out what types of skills and backgrounds they are hiring for their new employees.
  d. American College Personnel Association - chaired a presentation on "Career Counselor Burnout" with two other professionals.
  e. Alma College Conference - Career Planning and Placement in the Small College - did Roller Coaster presentation and also was involved in the Consortium presentation on professional development.
  f. Midwest College Placement Association - involved in the Affirmative Action Committee, presented part of panel in the Liberal Arts Group on effective development of goals and objectives for grants.

With the various activities and programs that have been incorporated into the operation of career planning and placement in the past year, a solid foundation has been established.

There were problems and obstacles to overcome in spite of the programming efforts that were accomplished during the year. An initial problem was having four different supervisors between March and September, 1978. As of September, 1978, a new office was created, the Student Development Center which included the Office of Career Planning and Placement, Counseling, Minority Affairs and Testing. My current boss is supportive and understanding of the types of programs that are being implemented. Previous supervisors were not aware of career planning and did not really care what I did.

Work with the faculty took endless hours to re-educate them to the benefits of the career development process. My predecessor had created an antagonistic feeling with the faculty. However, time for chatting over lunch and a concerted effort to keep these people informed of the status of the occupational options and the state of the job market in their field has created a much more receptive attitude to the entire operation.

The internship program was a disaster area; it needed revamping from the initial stages. With the assistance of three out of four faculty advisers, I was able to start coordinating the program, so that at least one person on campus knew where there were students doing internships, and what they hoped to gain from their experience. Students now had similar requirements to complete to earn credit. Two faculty members on campus tried to organize their own internship program in spite of the previously organized program.

With the notification of the new AID Grant, the morale around the campus improved; however when I first arrived at IBC, there were many ill feelings.

Another attitude that seemed prevalent at IBC was that the quality of work that is shared with the campus community or the business community was not top quality - there were typos in every publication that I received from the college. Since I am a perfectionist, I did not like that quality and wanted to evidence top quality; hopefully that has made an impact on the students; to increase the credibility and professionalism of the office.

With the support of the faculty and students the following programs were implemented during the 1978-1979 year:

Group	Perceptions	Programs	Needs
STUDENTS	Unaware to positive	Seminars/Workshops Individual Counseling Internship Program Career Information Days Alumni Network Career Resource Library Job$ Bulletin	Higher motivation and awareness
FACULTY	Unaware to positive	Lunch chats Faculty Newsletter Supportive of Career Planning Worshop on Skills in Liberal Arts Curric. Information to Depts. about Career Opportunities	Keep up information contact Keep up lunch chat Increase contact
ADMINISTRATION	Positive	Lunch Chat Memos about programs	Keep up Increase profile
ALUMNI	Unaware to positive	Alumni Career Assistance Network Career Information Morning Recent Alumni Workshop Vacancy Notices about jobs	Continue and expand Expand to once/semester Continue once/month meetings
EMPLOYERS	Positive	On-Campus Recruiting Use as information resource for jobs Require Interviewing seminar for on-campus recruiters	Increase contacts Continue

Goals and objectives for the future of Career Planning and Placement include the addition of an assistant to the operation to develop a career development program for freshmen and sophomores. There are many avenues which have been mentioned as possible vehicles for implementation of a career development program, however few have been explored. With two professionals in the office, it should be easier to offer more programs for the various groups on campus.

THE IN'S AND OUT'S OF FACULTY INVOLVEMENT IN CAREER PREPARATION PROGRAMS: A CASE STUDY

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First of all I would like to point out that I have no background in student personnel work. I am an academic dean, political scientist and former politician. I mention this at the outset for two reasons: first, the fact that an academic dean has been asked to speak about career preparation is perhaps symbolic of the extent to which career preparation has been integrated into the curriculum and faculty development at Alma College, a small liberal arts college. Second, my interpretation of faculty involvement in career preparation, I am sure, is colored by my experience as an administer, political scientist and politician: I view the development of our career preparation program and the involvement of the faculty in that program as a political process. Since my background is a bit different from yours, I may use some concepts not commonplace in student personnel work, for that matter my colleagues might choose to disassociate themselves from them as well. I refer specifically to the "salami technique," the "something-for-everybody casserole" and the "fuzzy-headed way to success."

The title of my remarks needs some explanation and bears a relationship to the order of my comments. First, I will take a look at how we managed to get faculty members involved in our career preparation program and second, I will review what faculty have gotten out of the program or, more generally, the impact of the program on faculty members, faculty development and curriculum. The two halves of my remarks are not in practice separable: to get faculty members involved, and keep them involved in the program, they must get something of value to them out of it, e.g., monetary rewards, recognition, satisfaction, etc. Finally, I will end with a bit of star-gazing--looking ahead from the vantage point of an academic dean to the future impact of career preparation on faculty and the liberal arts curriculum.

Faculty Involvement

An initial and important step in getting faculty members involved in our career preparation program was the identification of needs--individual, instructional and societal that could be met by the College and the individuals within it in a way consistent with the College's traditional mission and the biases of the individuals within it. The identification of needs began, at least explicitly, at our Faculty Pre-School Conference in 1975, one year before our career preparation program started. The theme of the conference was "Developing the Career Potential of the Liberal Arts." Its tone was very low-keyed and non-threatening: no outside consultants were involved--the faculty simply spent a great deal of time talking to one another about student advising and career counseling. Pre-professional faculty advisors--pre-engineering, pre-medical, etc.--served as catalysts and recorders for informal discussion groups. In addition, a panel including a college senior, a prospective freshman, a student's parent and a business personnel director, discussed with the faculty as a whole what it was each expected from a college education. In brief, the panel members agreed that a college education ought to provide basic skills and knowledge transferable to the world of work.

In general, based on the reports of the discussion groups, the participants felt that the faculty as a whole had responsiblity for career counseling, but needed the support of an expanded counseling office including much more information about career opportunities, especially in fields other than their own. Anxiety was expressed about career counseling, but the faculty members clearly felt a need, were asking for help and were ready to accept it in meeting that need.

The faculty also made several concrete suggestions for developing the career potential of the liberal arts. Building these suggestions into the career preparation program along with subsequent and frequent opportunity for faculty input into program planning gave faculty a sense of ownership, critical in winning their support.

To help assure faculty support and involvement in career preparation, the program's goals and activity components were based on existing missions and on-going programs--weaving the threads of the past to meet the demands of the present in order to endure in the future. Specifically, the program was philosophically compatible with overall traditional institutional goals, goals to which most of the faculty were strongly committed. Every effort was made to demonstrate the compatibility of the program objectives with catalog and other formal statements of institutional mission. Program components were based on existing, on-going activities such as pre-professional advising, practicums (internships), programs of emphasis (student designed majors) and the one-course May Term.

All changes were incremental: tried and tested programs were changed marginally, one step at a time, and given an overarching direction. This is the "salami technique" of change. Rather than ask for a whole salami, you ask for it one slice at a time, eventually getting the whole salami.

In this way very few vested interests were threatened and resistance to change was minimized. We started with a few volunteer faculty, pilot groups of students and, in general, a very low profile.

Critical also in maximizing faculty support and involvement, was making the program flexible and encompassing enough to meet the diversity of individual faculty needs, including needs that were diametrically opposed. It is this characteristic of our career preparation program that reminds me of the "something-for-everybody casserole," a casserole we serve frequently at home in which all members of the family, who have very diverse likes and dislikes, can find at least one thing they like to eat and leave the rest behind. For the traditional guardians of the liberal arts on our faculty, the career preparation program was seen as a way of preserving the traditional liberal arts by making students with a liberal arts education much more marketable without introducing technical courses into the curriculum. For the pragmatists on the faculty, the program was seen as a way of adapting the liberal arts to societal needs and the changing market for the college-educated. As is common in politics, a lack of clarity about specific goals is an effective strategy in building broad coalitions or, in other words, the "fuzzy-headed way to success."

Administrative support for our career preparation was essential in assuring faculty responsiveness from the very outset. The President of the College made it clear that the program had firm administrative backing. This support did not take the form of "Do it or else," but instead, the President indicated that the administrative staff stood ready to put its effort behind the faculty's career preparation program.

Maintenance and expansion of support by the faculty for the program hinged on the inclusion of many subobjectives, objectives that could be met with a reasonable amount of effort in the short run. In this way many little successes were guaranteed along the way and perhaps, more importantly, the opportunity for staff and faculty members to share success stories, stories that grew in the telling, creating an atmosphere comparable to that at A.A. meetings or religious revivals. Shared were stories about practicums leading directly to high-paying jobs, faculty contacts leading to paid consultancies, etc. Interestingly, it is important to avoid too much success too soon, in order not to threaten those whose support you have won, because they felt the program would not make much of a dent on business as usual.

Monetary rewards in the short run and non-material rewards in the middle and long run were also essential in sustaining faculty support for the program. Faculty members received a stipend for participating in career development workshops, travel allowances for visiting practicum sites, etc. Non-material rewards included visibility for individual faculty members, and professional contacts, sometimes leading to consultancies, etc. Individual and institutional recognition were essential in developing a feeling of individual and institutional self-worth. Recognition of Alma College as a national model for career preparation contributed much to a general sense of well-being.

Maintaining momentum was important, finally, in cementing faculty commitment to the program and at the same time openness to change. As objectives were met we moved on quickly to the next ones, always building on the threads of the new program, now accepted, to move ahead to the next round of planning and program development. Our successes were not laurels to rest on but springboards to the next programmatic thrust in the never-ending effort to keep the College on the cutting edge of higher education.

Impact on Instruction and Faculty

Though it is hard to establish cause and effect relations, I think it is quite significant that a number of changes in our curriculum coincided with the implementation of our career preparation program. First, we have changed our general education requirements in two ways: the requirements have been defined in terms of specific skills and knowledge outcomes, a move toward competency-based education. Coming in on the heels of career preparation, this change should not be surprising: the emphasis in career preparation is on transferable skills and knowledge. The faculty has begun to look at the curriculum and requirements in terms of the acquisition by students of specific skills and knowledge, not in terms of accumulating courses and credits. In addition, there has been an increased emphasis in general education on basic skills--writing, numeracy and oral communication skills--sometimes appearing in the curriculum in new guises, e.g., workshops on resume writing, interviewing, interpersonal relationships, etc. The emphasis in career preparation on entry level skills and life-long flexibility has underscored the need for a strong and broad based skills component in the curriculum.

Second, practicums, that is work experience related to a student's career goals, have been integrated into the curriculum. Practicums help students explore career choices and give them real work experience, making them more marketable upon graduation.

Third, coinciding with the career preparation program has been a greater emphasis in the curriculum on applied knowledge, reflecting the concern for the transferability of skills and knowledge to the work situation. Out of the chemistry department has come industrial chemistry; out of philosophy, the ethics of business and of medicine; and out of the mathematics department, mathematics applied to business administration, etc.

Fourth, several courses have been introduced by the faculty for credit with overt career preparation goals. This fall we will be offering courses on creative leadership, the teaching profession, etc.

Fifth, more options for majors or areas of concentration have been introduced. The traditional major has been augmented by the rediscovered minor, double majors are encouraged and more students with faculty support and advice are tailor-making their own areas of concentration, combining several subjects linked to their career goals. This flexible approach to areas of concentration is a response to concern about the immediate marketability of students and their preparation for subsequent career changes.

Sixth, greater stress has been given in the curriculum to value issues. The traditional concern of the liberal arts for values has been reinforced by the need to identify values and set priorities in the decision making process students go through in exploring career alternatives.

The career preparation program has, of course, impacted on the faculty as academic advisors. There has been a marked shift from traditional academic advising in which the primary question posed to the student is "What courses do you want to take?", to career counseling in which the key questions posed are, "Who are you, what do you want to do with yourself, and what skills and knowledge will you need to do it?"

Further, academic advising has been broadened to become more encompassing, more personal and more future-oriented. A story is told about an academic advisor who asked a student what his plans were for the future. He responded, "I plan to wash the car this afternoon." A major goal of advising of the academic advisor has become to get students to look beyond the short run into the future, beyond courses next term, to aspirations over a lifetime.

The career preparation program has also made a difference in faculty professional development and evaluation. Practical experiences outside of teaching and research have been added to the list of legitimate and college supported professional development activities for faculty, including sabbatical leaves. For example, for a professor of English Literature, instead of spending a leave writing a novel, it may be spent working in a public relations firm. Faculty professional travel allowances have been shifted in part, toward developing work experience sites for students. An increasing amount of time in faculty pre-school conferences and workshops has been set aside for the development of counseling skills. In faculty evaluation, participation in career education activities has been added to the list of faculty achievements taken into consideration in salary, tenure and promotion decisions.

The Future of Career Preparation in the Liberal Arts

By extending the trends of the last few years it is possible to make an intelligent guess as to what the future will bring. First, there will be further refinements in and an extension of competency-based education. The general education requirements will be fine-tuned based on assessment of student performance in progressing towards the competency objectives. The competency approach will also be applied in areas of concentration. Second, more concern will be reflected in the curriculum for the emotive development of students. Third, greater emphasis will be given in the curriculum to strengthening the decision making skills of students. Fourth, the integration of career preparation into the regular curriculum will continue. Career preparation activities now covered in non-credit workshops will be introduced by faculty members into credit-bearing classes and in time the workshops may become superfluous. The ultimate success of a career preparation program, oddly enough, may be signaled by its disappearance as a distinct program. Fifth, the assessment of faculty for professional advancement will include to a greater extent than at present, practical experience and career counseling abilities.

Finally, at the leadership level, and this is where it hits home for me as academic dean, if separate structures and programs are to be avoided and integration of career preparation and the liberal arts is to reach complete fruition, academic deans must become knowledgeable of, and assume leadership in, career preparation. If not, career educators may become academic deans.

Conclusion

The impact of the career preparation program on faculty and instruction, at least at Alma College, is in some ways more subtle than might appear from what has been said so far. Our curriculum is still basically designed to be a help to one's profession rather than for the most part professional training. Our faculty remains strongly committed to offering excellent, rigorous liberal arts instruction to highly qualified students. That commitment has been renewed by our career preparation program, not diluted. The depth and stability of that commitment has been recognized by Phi Beta Kappa--Alma is one of only three colleges, nation wide, before the national membership of Phi Beta Kappa for a chapter next year--a timely affirmation that you can have your cake and eat it too!

Perhaps the career preparation program has caused no major ripples in the faculty nor major shifts in curriculum development because at a fundamental and gut level, career education and liberal education are one and the same: the basic question with which students and faculty are confronted in the career preparation program, "What does it mean to be me?", is but a variation of the fundamental question addressed by our liberal arts curriculum and faculty for the last 90 years, namely, "What does it mean to be human?"

REALITIES AND PRACTICAL STRATEGIES FOR OBTAINING ACADEMIC CREDIT FOR CAREER DEVELOPMENT COURSES

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Many of us in the field of Career Planning and Placement are all too aware of the strategies that are effectively used in planning life-futures and obtaining employment, while ironically enough, being all too unaware of the realities and practical strategies needed to make ourselves heard within the institutions within which we live and do our work. It was not until my years at Quinnipiac College through challenge, encouragement and some resistance and my opportunity to have as a mentor the late Dr. Johnnie Ruth Clark, Associate Academic Dean of St. Petersburg Junior College, Florida, that I began to realize the need for an understanding of power structures, how they work, their reality and their necessity. This knowledge applies in day-to-day operations of Career Planning and Placement as well as the undertaking of special projects such as obtaining academic credit for a career development course.

From this presentation I hope you will leave with 1) principles of timing, change and characteristics of power structures which must be taken into account for a career development course to be taken seriously; 2) tools to assess your academic system through a technique called power mapping to understand how decisions are made in your system and by whom, in reality, not just on an organizational chart; 3) contact mapping - learning the need for grass roots ground work and contacts to educate faculty, students, administration and student personnel colleagues about career development's importance prior to and after obtaining course credit; 4) what must be demonstrated and to whom and how in order to meet your objective which, in this case, would be to obtain academic credit for a career development course and support for its continuance.

PRINCIPLES OF POWER, CHANGE AND TIMING

One of the first principles to learn is the balance of Responsibility, Power and Authority. Many professionals in Career Planning and Placement and Student Personnel tend to not balance these three in their work and then find themselves in positions of difficulty which could have been avoided. Responsibility is that for which you are accountable either by your job description or by what you say you will do and thus it is expected of you. Power is defined here as the ability to influence behavior and/or choice which you have or others think you have. Authority is the legitimate right to work in the role you have and the ability to influence behavior through reward and punishment if necessary.

Too often we take on too much responsibility without power or particularly authority and legitimacy to carry out what we said we would do, formally or informally. Thus one may find oneself with criticism coming from below in the power structure, from one's peers or from above if one has said one will do more than it is realistic to do, given one's power, authority or legitimate right to do so. A balance of these and a realization that the balance is always shifting is crucial for credibility and for effectiveness.

Another principle is one of timing and change. One of the first facts of life related to change, which is what you are trying to do in obtaining academic credit for career development courses, is to realize that whether or not your idea will be implemented has little to do, initially, with its merits. Absurd but true! Before the course will even be examined for content, the following thoughts will occur consciously or unconsciously to those affected, mainly faculty and administration. 1) What affect will it have on the balance of power, my power? 2) Who will get the credit or criticism for the course if it succeeds or fails. 3) Whose job will it influence? How? 4) What rewards will I get? Change is seen by some as advancement, by others as threat depending upon how it will affect their professional and sometimes personal lives. Timing is crucial to consider in terms of what is happening in your institution. This does not mean sit back and wait forever, but it does mean to be sensitive to particular opportune times and thus means knowing your institution well.

A final principle in power and change is to understand who your allies are and who they are not. In each power structure there are innovators, early adaptors, late adaptors and resisters. Discover who these are in relation to your objective. You cannot talk to everyone regarding your objective, so let others help you who understand what you are trying to do and why in obtaining academic credit for career development. This means talking to innovators and some early adaptors and letting faculty and your other colleagues who fall into these categories be your support system, be included in the "ownership" of the course while communicating with each other.

At this point in the presentation materials were distributed called "Power Mapping and Power Mapping Questions", "Contact Mapping" and "Think Questions regarding Power". The use of these was demonstrated and these are available from the author upon request. The principles of power, change, and timing are crucial to you whether you are considering developing such a course, whether you already have one and want to keep it, or if you've discovered that the course you fought so hard for is about to be phased out for financial reasons or that it threatens other departments who wonder about its influence on majors and student enrollment in their courses.

CASE STUDY SYNOPSIS

A case study (not presented in detail in this article) of the process at Quinnipiac College showed that it took from Spring, 1973 to Fall, 1974 for academic credit to be obtained. Involved were gaining faculty and administrative support, assistance from a private foundation and outside consultants, numerous appearances before a curriculum committee and extensive research about existing courses nationwide. In Spring of 1974 the course was accepted on a probationary basis and in the Fall of 1974 became a regular course taught by the author, responsible to the Dean of Liberal Arts, and not to a particular department, which seemed in the student's best interests. One section is taught each semester with continual re-evaluation by instructor and students about the content of the course. For the purposes of continual education and support of the faculty, to lower resistance to it, and in order to reassess if this approach is the best way to encourage the need for career development for students, continual re-evaluation is also conducted. This particular course has been unique in that it is in a minority in the country with 20 hours of required field observation or field experience during the semester, a factor influential in its passage. The course focuses primarily on areas of self-assessment, practical and research knowledge of the world of work, and skills in problem solving and decision-making, while containing a final paper of a projected 10 year resume for goal setting.

Had the author known what she knows now she would have perhaps had a simpler time in obtaining credit without as much power struggle as developed and now realizes the continuing need for faculty contact and support systems for career development in general, not just for a particular course. It can make your job easier and more enjoyable at the same time. PROOF: WHAT? TO WHOM? HOW? WITHOUT BEING DEFENSIVE!!

Remembering the principles of power, change and timing what must you demonstrate? All of what is mentioned may not apply to your particular situation, so be careful of overload, but strike a balance without leaving out crucial factors which those in a position to support you, resist you and/or give official approval may need and appreciate having for hard data. You should be able to demonstrate 1) influence of the course on choice of major by student survey and/or data from other similar colleges; 2) financial ramifications in terms of costs to teach the course, its effects on retention of students, influence on students seeking admission to the institution; 3) academic content and validity through a syllabus and bibliography. There are new materials in the field frequently and select only those which you yourself have evaluated and believe to be excellent. The syllabus can be detailed or set up on behaviorial objective form; 4) course effectiveness and how it will be evaluated by students must be included; 5) grading policy and procedures; 6) credit rationale.

Some undercurrents to be aware of in a time of tightening enrollment are ways in which the course may be a threat to faculty and understandably so. These fears can be turned around into assets to encourage new ways of teaching, new majors and new ways of using traditional majors. Another subtle undercurrent is to tie its rationale into the stated college purposes. Do not get defensive in feeling you have to "prove" your right to teach the course. Let your credibility show in your presentation of the course materials and understanding of the institutional situation, while making your credentials available.

To whom are you addressing yourself and how! It depends upon your institution and no one can predict whether your audiences are going to be support groups or resistance areas, but in either case they should be paid attention to.

The usual major audiences are administration, faculty, student personnel colleagues, alumni (some have funded courses on career development), parents and students. Faculty, administration, student personnel colleagues and students, where possible, are best reached through informal, personal conversation, with hard data when they are ready to hear it, after the ground work of communication has been laid by your personal credibility, professional skills and support systems. For alumni and parents, while personal contact would be ideal, newsletters and already existing college publications are useful vehicles for communication to obtain support and convey information needed.

There is no one right way to obtain academic credit for a career course but it is hoped this material will generate some of your own. A course syllabus is available from the Quinnipiac College course as are the materials distributed at Alma College. I would further refer you to the Winter issue, 1978, of Journal of College Placement article by Haney and Howland entitled "Career courses for credit: Necessity or luxury?" for further information about career courses in general and have you be aware that a second research survey funded as was the first by the American College Personnel Association, Commission VI, has been completed and its results and interpretation related to the Politics of Career Courses for Credit being forwarded this fall for publication review to the Journal of College Placement.

DEVELOPING HELPING NETWORKS: AN OVERVIEW

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Network is an extremely overused term, yet it is with care that I have chosen it. The dictionary defines network as a process of making a "system of crossed or interlaced lines." This system of lines connects career planning helpers with the student population. The establishment of such a system, I would argue, is a necessity for career planning operations in small colleges. In particular, there are five pressing reasons to develop helping networks.

The first reason, the overworked professional, is typical of most small colleges. Small institutions are known for their lean staff. As student, parent and administration expectations of career planning offices escalate, professionals must either limit their programs (and effectiveness in many cases), or work longer hours.

Here another factor--tightening or slashed budgets--comes into play. In the past, increased expectations may have been accompanied by increased budgets and staff. In today's "no growth, make do" atmosphere we must cope with the same, or even fewer, resources.

As a result of these pressures, a password on many campuses is "retrenchment"--returning to an earlier point in time. For many career planning operations, this could be fatal, since they did not even exist a scant few years ago.

The fourth reason for developing networks is the shift in attention to the bottom line, now defined as service for Seniors with corresponding placement statistics. With the intense pressure this focus brings, many professionals will, of necessity, put more resources into job placement, to the detriment of career planning activities.

The final reason for developing helping networks is a positive one: the wealth of resources available in any university community. Faculty, staff, students, alumni and parents all are rich and willing sources of information and support. They should be tapped for use in the career planning process.

One major criticism of career planning professionals is our adherence to one philosophy or personality in the development and delivery of the services we provide. However, the networks transcend philosophy; they can be developed under virtually any career planning theory or approach.

Three types of networks will be described herein. They are distinguished by the human resources they use, and involve the para-professional input of students, faculty and alumni.

Peer Career Advisors (PCA's)

Students present the greatest potential of the three types of para-professional helpers. In many cases, they have the most spare time and flexible schedule. Enthusiastic students are probably the best advocates of career planning services. Moreover, they can easily translate this advocacy into peer solicitation.

Peer career advisors are particularly helpful in relieving the taxing burden of one-on-one appointments. With some training they can handle basic career exploration interviews with peers, linking them to the career planning resources available in the institution. Additional skill building enables PCA's to explore with advisees a variety of topics in depth; for example, choice of major, choice of courses, goals, values, aspirations and possible careers.

After a year's experience in developing and running a Peer Career Advising Program, I have several observations. They are:

1) Advisees are generally very flattered to receive attention from the PCA. Further, students are pleased that the Career Planning Office is attempting to reach all students.

2) Student motivation is a key factor in the response to contact by the PCA. Generally, the more specific the career plans of the student, the greater the likelihood that he/she will set up a meeting with the PCA. However, tie-ins with other activities are effective in reaching the less motivated students.

3) Interest in the PCA program fluctuates by season. It's important to be attuned to the campus calendar. Tie-in activities can be planned for specific times of the year.

4) It's important to "mainstream" the Peer Career Advisors. By this, I am referring to integrating them into activities for other student para-professionals on campus, resident hall advisors, for example.

5) Effectiveness of the program can be increased by using existing groups to reach students: dormitories, fraternities, sororities and campus organizations.

6) In the long run, a PCA program has the potential to affect the attrition rate, to the extent that dropping out of school is triggered by vocational confusion and indecision.

The PCA program presents many opportunities to the Career Planning Professional. It can provide a very effective method of reaching students and providing individual assistance. Supervising the Advisors and the program in general often are stiff challenges of our own administrative and other skills. However the personal, professional and institutional rewards can be significant.

Faculty as Career Advisors

A number of schools have used faculty members as career advisors. Their approaches have been well-documented in various professional publications. This discussion will be limited to a brief description of two approaches tried at Denison.

The informational model has been the most successful general approach. A variety of appropriate publications on career planning have been distributed to individual faculty members and departments, including publications of the Career Planning Office.

There are two cautions to this approach. Faculty expect well-written materials so all of the information must be carefully screened before distribution. Secondly, mere dissemination of the information does not guarantee that it will be read or used.

A second approach is that of training a group of faculty members in basic career planning methods. While this can be very profitable, there are numerous drawbacks. These range from the resistance to particular career planning philosophies to turnover of trained faculty members.

For many Career Planning professionals, working with faculty has been difficult. At the least, one needs a degree of credibility before embarking upon any activities involving faculty.

Career Advising Networks

Career Advisory Networks (CANS) can provide a wealth of occupational informational resources for the student. When researching a career, the written materials available will provide basic data. But the really rich source of primary information about career fields is from individuals actually employed in the field.

Several groups can be tapped to form a CAN. Parents, alumni and friends of the institution all are potential Career Advisors. The Network can be based in the same geographic location as the institution, encouraging face-to-face contact. Or it can be geographically dispersed, with the option of personal contact, perhaps during vacations, or written contact.

Several sources can be helpful in providing contact with potential Advisors. The Alumni and Public Relations Offices are two such sources. Advisors can be recruited through university publications, like the a[illegible]l magazine, but it is probably advisable to do a mailing to a target group of graduates also. These appeals should contain a program description, list of sample questions that a student might ask and directions for volunteering to become an Advisor.

There is some basic data that is important to obtain from all Advisors: major field of study, current and past career fields, employer, and how to contact her or him. Once this data has been gathered it can be filed and perhaps entered into a computer.

Students should receive written instructions for using the network. This may include guidelines on contacting the Advisor, obligation to follow through on appointments, a list of questions to ask, suggestions on interviewing and a written evaluation.

Increased use of the program, can be accomplished by publicizing it several weeks in advance of all vacations. In addition, CAN may be regarded as an extension of the Career Planning Library, and should be billed as such.

Denison's experience with the Alumni Career Advisory Network has been very positive. The Alumni have been eager to assist--about seventeen hundred have volunteered. Moreover, such a network provides a readily accessible source of high-quality occupational information that is easy to establish.

Students and Alumni have been very enthusiastic about the program. The Network provides valuable information for students while utilizing the talents of one of our most valuable resources: our graduates.

Networks: The Bottom Line

At Denison we have created a network in the true sense of the word--an interlaced system composed of helpers. The total number of helpers in the system is 1755--25 PCA's, 30 faculty members trained in career advising, and 1700 Alumni Career Advisors. With a student body of 2100, there is a ratio of .84 helpers per student.

These figures plainly demonstrate the potential of helping networks. I predict that the use of para-professionals will be the next major challenge in the field of career planning.

Bibliography

1. Howard Figler and Robert Mandell, "A Network of Helpers," *Journal of College Placement*, Fall 1975 to Spring 1976 (3-part series).
2. John Zehring, "Employing Students as Paraprofessional Counselors," *Journal of College Placement*, Fall 1978.
3. Karen Knierim, "Peer Outreach: Two Viewpoints," *Journal of College Placement*, Winter 1979.
4. A limited number of "How to" packets on helping networks are available from the author of this article for $3.

IDENTIFYING CLASSROOM-BASED LIFE/CAREER SKILLS

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In working with liberal arts students, career counselors are all too often confronted by the senior who states "I'm about to graduate and I don't know how to do anything" or by the underclass student who laments "I'm majoring in 'x', and there's nothing I can do with it." Such misconceptions seem understandable in light of the tendency on the part of the media to bombard us with contradictory points of view regarding liberal arts and employability.

To aid students in putting such information in context and in obtaining a tangible index of what they are acquiring through involvement in liberal arts courses, a project designed to identify course-related skills was initially conceived and implemented at Allegheny College and further refined at Gettysburg College.

The reasons the classroom was regarded as the ideal battleground on which to combat the victim mentality exhibited by many students are as follows:

First and most obviously, students failed to understand what they were learning from a study of the liberal arts. More specifically, while they seemed to be well aware of the subject matter explored in various courses, they typically grasped little of the process by which they were learning and how that process was developing valuable skills as well (e.g. strengthening public speaking skills by giving a presentation to the class). This superficial awareness tended to apply both to courses within and outside the major field.

Secondly, since some liberal arts faculty may be inclined to assume that liberal arts and career development are mutually exclusive, a joint effort on the part of the faculty and career counselors could provide an opportunity to remove such an attitudinal obstacle by demonstrating compatability.

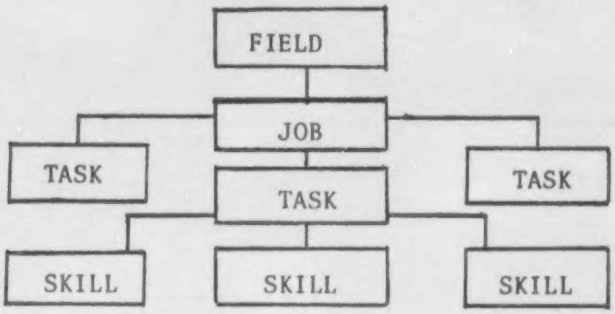
Thirdly, the classroom format could be perceived as providing a captive audience and, therefore, could function as an ideal outreach mechanism.

In introducing the concept to faculty and in securing their support and participation, several techniques may be employed, ranging from an informal direct solicitation of a small pilot group to a formalized general invitation issued en masse. Perhaps the most helpful guideline in designing this approach is the known response patterns of the faculty of the given institution (e.g. react well to phone calls, dismiss mass mailings, etc.)

Three main points have been found to be helpful in marketing this technique to faculty. First, the method simply assesses what is already taking place in the classroom; that is, it is not intended to be an instrument to promote curriculum change and is, therefore, non-threatening. Second, since many liberal arts institutions, via their mission statements, indicate a concern with the development of the total person or preparation for life, career development and preparation for work may reasonably be regarded as components of those overriding goals. Third, the skills project has the potential to enhance the self-concept and self-confidence levels of students. In keeping with the preceding points, the program serves to reinforce the value of the liberal arts and efforts should be made to insure that faculty understand this relationship.

In explaining the technique of skills identification in the classroom to both faculty and students, it is helpful to initially place the project in the context of the total career planning process. For students to make effective career decisions and to act on them, they must have a solid awareness of both internal information (i.e. information about oneself - values, interests, and SKILLS) and external information (i.e. information about the world of work - careers and employing organizations). It is important, therefore, that they view skills identification as one component of internal information gathering and not as an end-all in and of itself.

To show the relationship of skills to the world of work, Richard Bolles' diagrammatic approach is used, as is demonstrated below:



The three types of skills, adaptive (self-management), special content (specific to a given discipline), and functional (transferable), are then defined (see Bolles, The Three Boxes of Life, Ten Speed Press, 1978, especially pp. 149-157), with the emphasis being given to the functional/ transferable concept. In order to demonstrate concretely how skills do transfer, charts A and B of Appendix I are explained.

As an introduction to a discussion of how, for the college student, skills are actually developed or demonstrated, participating students and/or faculty are asked to examine listings A, B, and C in Appendix II and to try to determine what the individuals listed within each grouping have in common. In reality, those on list A majored in math at a liberal arts college, those on list B in philosophy, and those on list C in political science. While some of the career involvements have a direct relationship to the major field, some have only an indirect relationship, and some no apparent relationship at all. So if the major did not determine the career involvements, what did? The answer, very simply, is "skills". Faculty and students are then asked to generate a list of ways in which skills may be developed. Such listings typically include: courses within the major, courses outside the major, extracurricular activities, summer and part-time jobs, volunteer experiences, leisure activities, etc. Again, it is helpful for students to see that while the skills in the classroom project focuses on the first two items, there are several other types of involvements which students may examine to understand more about their total skills repertoire. This perspective is especially helpful in countering the myth of the major being the sole determiner of the career for the liberal arts student.

Essentially, then, the skills identification in the classroom project has had two primary goals: to identify the transferable skills developed or demonstrated in a given course, thereby enhancing both the appreciation of a liberal arts education and the self-confidence level of the student; and, to teach a general process of skills identification which could be used in the future by students to analyze additional experiences both within the classroom and beyond it.

The "Functional/Transferable Skills" section of Richard Bolles' Quick Job Hunting Map is the instrument used to analyze the classroom experience. In projects conducted by the author, the Advanced Version of this publication has been used exclusively. However, some institutions planning to implement the project in the future prefer the simplicity of the Beginning Version. A copy of a page from each is included as items A and B in Appendix III.

Because of the application of this approach to a specific classroom context, the instructions accompanying the grid were not utilized. Instead, students and faculty initially identify course components which they would like to analyze. These components are then placed on the grid as is demonstrated on the chart in Appendix V.

Other examples of course components are: journalism-writing stories, interviewing, researching, exercises, and class discussions; health and physical education seminar-writing, field trips, social interaction, reading, communications, and analyzing.

To facilitate the mechanics of group-based analysis and discussion, participants are asked to run a line through the sample column, to number the boxes within each skill cluster, and to letter the skills within each box (see Appendix III, chart A).

As a homework assignment, students are asked to take each course component and proceed through the grid analyzing it to determine skills either developed for the first time or demonstrated as a result of course participation. The letters of skills identified are then placed in the appropriate box on the grid. It is important to stress to students that they should pinpoint only those skills which they actually acquired or displayed, and not those which they theoretically might have exhibited had they worked harder in the course, etc.

This actual introduction, then, requires approximately 30 minutes of class time. The presentation could be made early in the course or toward the end of the course (i.e. just prior to the time when the assignment would be due). The advantage of an early introduction is that students may be thinking in terms of the skills perspective from the start. The advantage of a later introduction is that students may be less inclined to forget the details of completing the analysis itself. In either event, the processing of the assignment should occur near the end of the course in order for the scope to be as comprehensive as possible.

Two different approaches have been used to process the assignment. In the first approach, the tally sheet, Appendix IV is used to form a composite picture of the skills which the students identified. Appendix V represents a sample of the completed tally sheet. The professor involved is then asked to compare the student's analysis to his/her own. Perhaps surprisingly, the students typically identify more skills than the faculty member involved.

An alternate approach is to focus primarly on the skill clusters rather than on the more detailed breakdown. Students are asked to identify the clusters (see Appendix V chart for a listing of the 15 clusters) in which they found the greatest concentrations of skills and give specific examples of skills within the clusters and classroom experiences which served to reinforce those skills. Reactions to the skills identified are stressed in this less formal approach. For example, students are asked to consider whether they were surprised, pleased, disappointed, confused, etc., by the information they generated. Again, a comparison with the faculty member's data is made.

Further discussion, primarily focusing on student questions, is the next step in both approaches. Two questions are raised most frequently. The first has to do with providing a context in which the students might view their own skills list. To provide such a framework, two rating scales might be included on a supplemental basis. One would rate extent of usage (i.e. used for the first time in this class, used in past on limited basis, and used in past extensively), and the other would rate degree of competency (i.e. limited proficiency, adequate level of proficiency, and very proficient). The second type of question has to do with how the information might be used beyond the classroom analysis. In response, some possible courses of action for students might be to proceed to analyze other experiences in a similar way, to sort out skills they really enjoy using, to test out or further develop skills enjoyed through involvement in related courses or campus and community activities, to begin exploring careers as a preliminary to matching skills to jobs, or to use the information acquired in drafting a resume.

Students are asked to complete an evaluation form at the conclusion of the processing (a summary of one class's forms appears in Appendix VI). Both these evaluations and the Maps are typically collected by the faculty member for his/her review, and the Maps are then returned to the students. Finally, this processing session usually requires one class period (approximately 60 minutes).

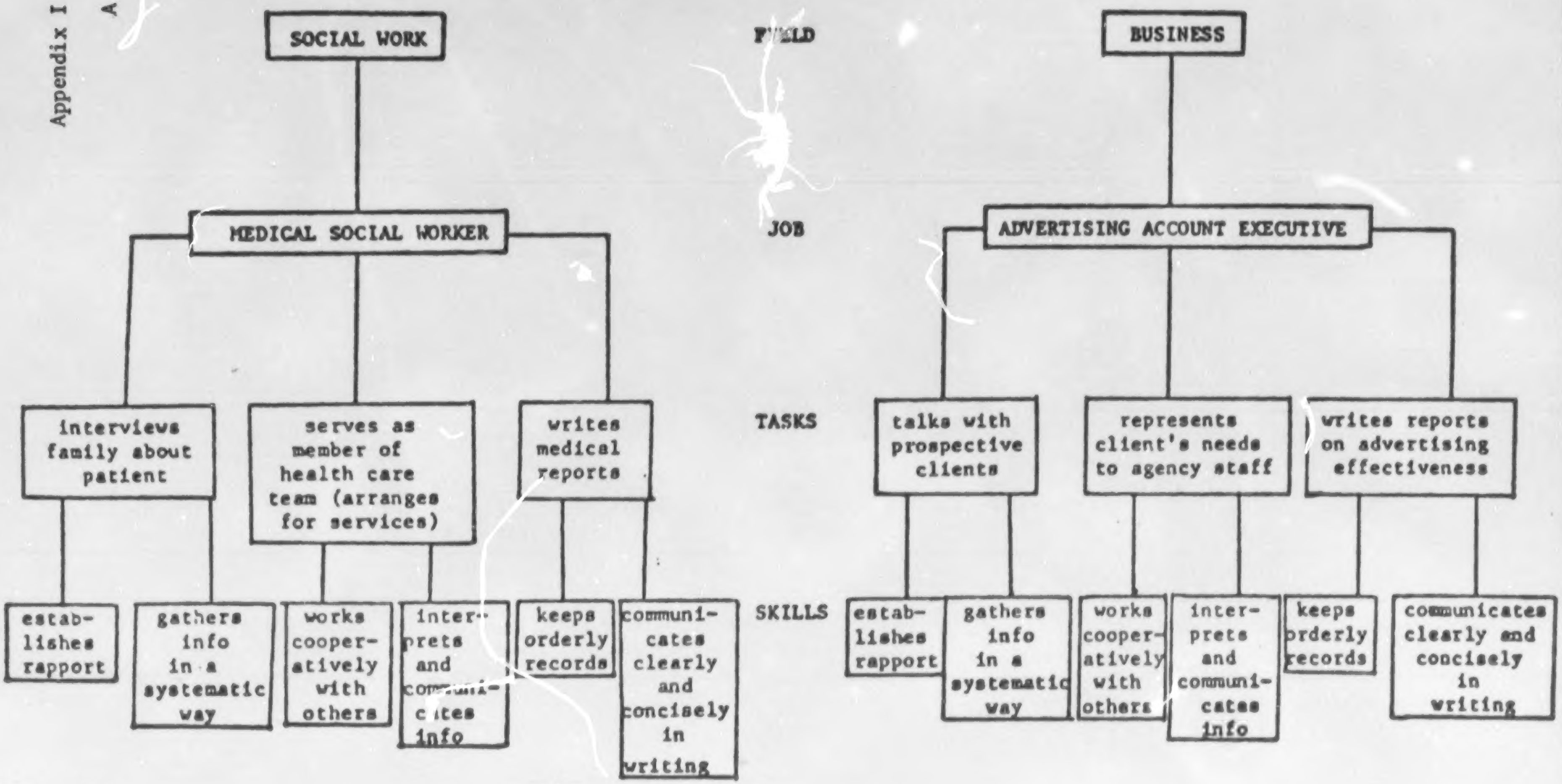
To introduce this technique to faculty in an experiential manner without requiring the time needed for a full-blown analysis, a focus on skill cluster titles only is useful. More specifically, faculty are asked to identify components of one specific course and to list them on the grid, as described previously. However, instead of identifying all the specific skills developed or demonstrated, only the skill clusters in which specific skills might be found are denoted. Clusters are then ranked based on the degree to which the course promotes development and/or utilization of those types of skills.

Faculty members are then asked to participate in a discussion with other members of their department or division (i.e. humanities, sciences, social sciences) in order to compare results. For example, some departments may find that they, as faculty units, are developing similar skills in an in-depth way while other departments are developing a broad range of skills. Patterns discovered may then be shared with the total faculty group in attendance.

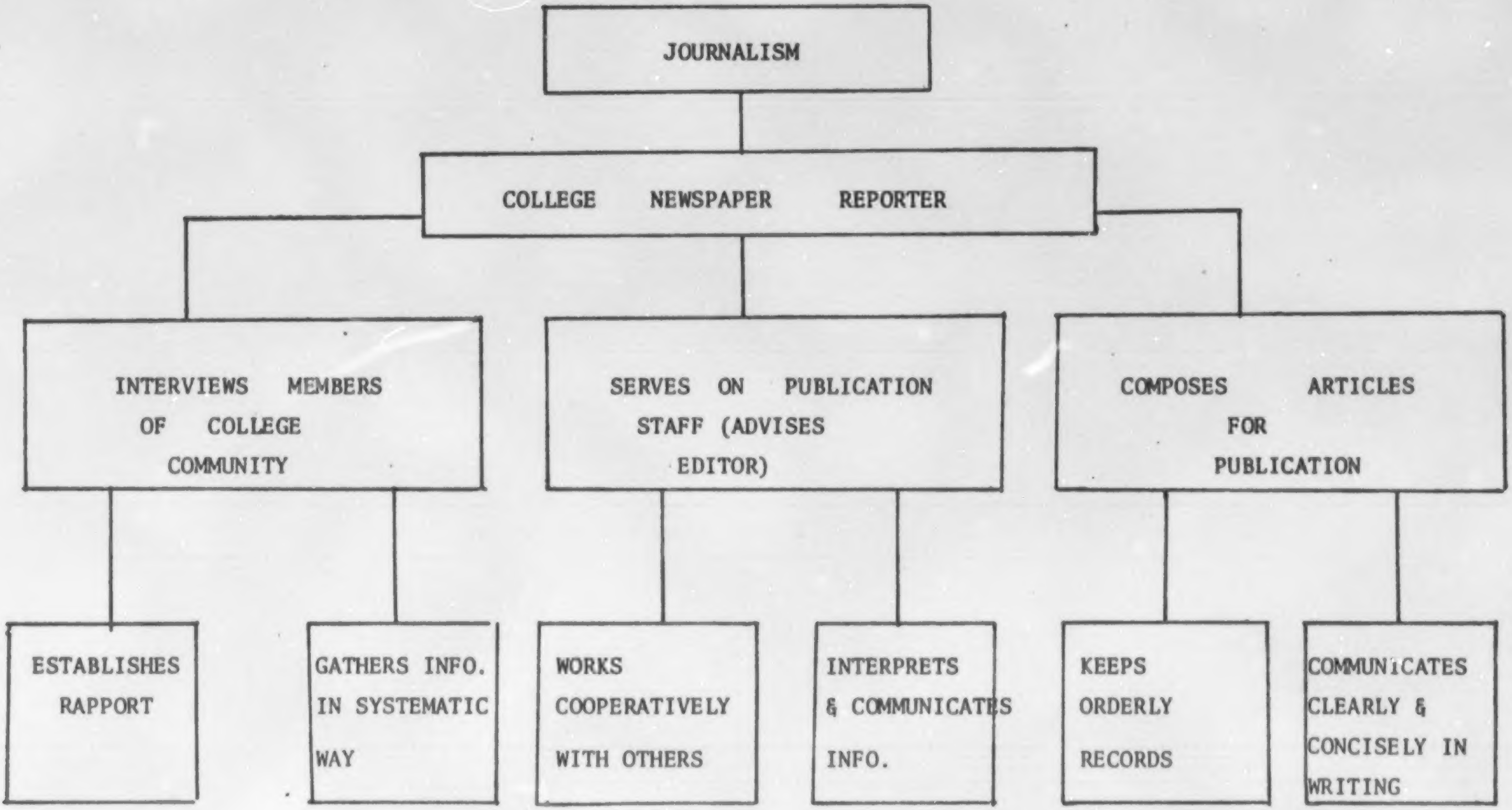
This condensed method of introduction is very advantageous in that it conveys the essence of the process without getting bogged down in details.

Appendix I A

EXAMPLE OF SKILLS TRANSFERRING IN THE WORLD OF WORK


SOCIAL WORK
FIELD
BUSINESS
MEDICAL SOCIAL WORKER
JOB
ADVERTISING ACCOUNT EXECUTIVE
interviews family about patient
serves as member of health care team (arranges for services)
writes medical reports
TASKS
talks with prospective clients
represents client's needs to agency staff
writes reports on advertising effectiveness
establishes rapport
gathers info in a systematic way
works cooperatively with others
interprets and communicates info
keeps orderly records
communicates clearly and concisely in writing
SKILLS
establishes rapport
gathers info in a systematic way
works cooperatively with others
interprets and communicates info
keeps orderly records
communicates clearly and concisely in writing

EXAMPLE OF TRANSFERABLE SKILLS DEVELOPED IN AN EXTRACURRICULAR ACTIVITY



- JOURNALISM
  - COLLEGE NEWSPAPER REPORTER
    - INTERVIEWS MEMBERS OF COLLEGE COMMUNITY
      - ESTABLISHES RAPPORT
      - GATHERS INFO. IN SYSTEMATIC WAY
    - SERVES ON PUBLICATION STAFF (ADVISES EDITOR)
      - WORKS COOPERATIVELY WITH OTHERS
      - INTERPRETS & COMMUNICATES INFO.
    - COMPOSES ARTICLES FOR PUBLICATION
      - KEEPS ORDERLY RECORDS
      - COMMUNICATES CLEARLY & CONCISELY IN WRITING

Appendix II

A

Accountant
Architect
Attorney
Banker
Chemist
Clergy
Dentist
Interior Designer
Law Enforcement Officer
Librarian
Market Representative
Mathematician
Meteorologist
Merchant
Personnel
Physician
Pilot
Social Worker
Teacher

B

Clergy
Entertainer
Librarian
Manager
  retail
  manufacturing
Photographer
Social Worker
Teacher
Urban Planner

C

Accountant
Attorney
Banker
Clergy
Controller
Insurance Agent
Lecturer/Writer
Librarian
Merchant
Nurse
Personnel
Pilot
Psychologist
Realtor
Social Worker
Teacher
T.V. Director
Urban Planner

from "Majors and Careers...Where Might I Go From Here?," Allegheny College brochure, 1977.

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INSTRUCTING/INTERPRETING/GUIDING/EDUCATIONAL SKILLS

I CAN, BECAUSE I HAVE:	S	1	2	3	4	5	6	7	Additional experiences
Proven myself to be very knowledgeable; Having a commitment to learning as a life-long process 1									
Briefing___; Informing___; Enlightening___; Explaining___; Instructing___; Teaching___; In-Service training 2									
(Unusually) skillful teaching; Fosters a stimulating learning environment; Creating an atmosphere of acceptance; Patient teaching; Adept at inventing illustrations for principles or ideas; Down to earth; Adept at using visual communications (charts, slides, chalkboards, etc.); Instills love of the subject; Conveys tremendous enthusiasm 3									
Coaching about___(finances, etc.); Advising/aiding people in making decisions; Giving advice about ___; Giving insight concerning___ 4									
Encouraging___; (cf. Influencing/Persuading Family of Skills, above) 5									
Adept at two-way dialogue; Communicates effectively; Ability to hear and answer questions perceptively; Acceptance of differing opinions; (Keen) ability to help others express their views; Consulting 6									
Enabling/Facilitating personal growth and development; Helping people make their own discoveries in knowledge; Helping people to develop their own ideas or insights; Clarifying goals and values of others; Counseling; Putting things in perspective; Brings out creativity in others; Shows others how to take advantage of a resource 7									
Group-facilitating; Discussion group leadership; Group dynamics; Behavioral modification 8									
Empowering___; Training and Development___; Training someone in something; Designing educational events; Organization and administration of inhouse training programs 9									
Other skills which you think belong in this family, but are not listed above:									
AND I USED THE ABOVE SKILLS WITH:									
Information									
Ideas / Generalizations									
Values / standards									
Goals / decisions									
Other									

SERVING/HELPING/HUMAN RELATIONS SKILLS

I CAN, BECAUSE I DID:	S	1	2	3	4	5	6	7
Relates well in dealing with the public/public relations 1								
Servicing___; Customer relations and services; Attending___; Adjusting___(e.g. bills); Referring (people)___ 2								
Rendering services to___; Being of service; Helping and serving___ 3								
Sensitivity to others; Interested in/manifesting keen ability to relate to people; Intense curiosity about other people—who they are, what they do; Remembers people and their preferences; Adept at treating people fairly; Listening intently and accurately; A good trained effective listener; Good at listening and conveying awareness; Consistently communicates warmth to people; Conveying understanding, patience and fairness; Readily establishes warm, mutual rapport with___; Able to develop warmth over the telephone 4								

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Sample [illegible]	1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
								50. comparing, perceiving similarities	as with different brands in the supermarket, etc.
								51. testing, screening	as with cooking, deciding what to wear, etc.
								52. reviewing, evaluating	as in looking at something you made, to see how you could have made it better, faster, etc.
								53. other	
								H. Using Originality or Creativity	
								54. imaginative, imagining	as in figuring out new ways to do things, or making up stories, etc.
								55. inventing, creating	as with processes, products, figures, words, etc.
								56. designing, developing	as with new recipes, new gadgets
								57. improvising, experiments	as in camping, when you've left some of the equipment home, etc.
								58. adapting, improving	as with something that doesn't work quite right, etc.
								59. other	
								I. Using Helpfulness	
								60. helping, being of service	as when someone is in need, etc.
								61. showing sensitivity to others' feelings	as in a heated discussion, argument
								62. listening	
								63. developing rapport	as with someone who is initially a stranger, etc.
								64. conveying warmth, caring	as with someone who is upset, ill
								65. understanding	as when someone tells how they feel, etc.
								66. drawing out people	as when someone is reluctant to talk, share
								67. offering support	as when someone is facing a difficulty alone, etc.
								68. demonstrating empathy	as in weeping with those who weep
								69. representing others' wishes accurately	as when one parent tells the other what a child of theirs wants, etc.
								70. motivating	as in getting people past hangups, and into action, etc.
								71. sharing credit, appreciation	as when working in teams, etc.
								72. raising others' self-esteem	as when you make someone feel better, less guilty, etc.
								73. healing, curing	as with physical, emotional and spiritual ailments, etc.
								74. counseling, guiding	as when someone doesn't know what to do, etc.
								75. other	

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TALLY SHEET

COURSE COMPONENTS

SKILLS							
MACHINE/ MANUAL							
ATHLETIC/ OUTDOOR/ TRAVELING							
DETAIL/ FOLLOW THRU							
NUMERICAL/ FINANCIAL/ ACCTG/MGT							
INFLUENCING/ PERSUADING							
PERFORMING							
LEADERSHIP							
DEV./PLAN. ORG./EX./ SUP./MGT.							

"2"

TALLY SHEET **COURSE COMPONENTS**

SKILLS							
LANG./READ./WRIT./SPKG/COMMUNICATION							
INSTRUCT./INTERP./GUID./ED.							
SERVING/HELPING/HUM RELAS.							
INTUITIONAL/INNOVATING							
ARTISTIC							
OBSERVATIONAL/LEARNING							
RESEARCH/INVEST./ANALY/SYSTEM/EVAL.							

Appendix V

MAN AND PLANTS

	1 Landscape Gardening	2 Oral Report	3 Travel & Field Trips	4 Quizzes & Exams	5 Microscopes & Slide Studies	6 Note-taking & listening lectures & reports	7 Social Inter-action
A.1. Machine/Manual	1A,1E, 2A, 4H	2A, 4H, 6, 7A, 9B			9D		2A&F, 4A, 6, 7A
A.2. Athletic/Outdoor/Traveling			1A, B, &C, 3I		1B		
B.1. Detail/Follow-Through	1A&B, 1D, 2B, 3C, 4B, 6C, 7			1B, 3E, 6D	1B	4D, 6B& C, 6E	
B.2. Numerical/Financial/ Accounting/Financial (money) Management	X	X	X	X	X	X	X
C.1. Influencing/Persuading		3A, 4A	1A	3C			1A&B, 1C, 2, 4D, 6A
C.2. Performing	2B&C	1A, 2A& B, 2C, 3C, 4A 4C	1D, 6A&B				1D, 3B, 4E, 6
C.3. Leadership	3	3	1C&D	3A			1A, 1D, 7D, 8B
C.4. Developing/Planning/ Organizing/Executing Supervising/Management	1A&B, 2A&B, 3A, 4B 9A 11A&B, 11C	1B, 2A& B, 3A, 4A, 6A 11B		1A, 2B, 3A, 4D, 11A, 11C	1C. 5D 5F, 11A	1C, 4A 9A	5A&B, 5C

(over)

	1 Landscape Gardening	2 Oral Report	3 Travel & Field Trips	4 Quizzes & Exams	5 Microscopes & Slide Studies	6 Note-taking & listening lectures & repor	7 Social Inter-actio
D.1. Language/Reading/Writing Speaking/Communications	1D, 2B&C, 3, 5, 7A	2B&C, 3A, 4A 5A&B, 5C, 5D 7B, 9B&C		2B&C, 3, 4C, 5A&C, 5D 7A&C		2C, 7A& B, 7C, 8A	4A
D.2. Instructing/Interpreting/		2B&D, 2E, 3F 4D, 5B 6B&C	2C				5A,6A
D.3. Serving/Helping/Human Relations			4, 8(all)				1, 3(all) 4(all) 8A
E.1. Intuitional/Innovating	1A, 2B, 3B, 5A& B, 7B, 8B	3E, 5A, 6D	8A		2B, 8A	5D, 8A	
E.2. Artistic	1(all), 4A, 5B&E, 6B&C	2D, 5E	1A, 3A				2B, 3
F.1. Observational/Learning		1A, 2A&C, 3A, 4A, 5A, 6E	1A, 2A, 3A, 4E, 5A&B		1A&C, 2B, 3A, 4B	1A, 3A&B	1(all) 3A&B, 3C&D, 4, 6D
F.2. Research/Investigating/ Analyzing/Systematizing/	3B, 4B, 5B, 6C 7, 9A, 10	2B, 3D& E, 4 5B, 6(all), 7	1B, 2A& B, 2C, 3D, 5F, 9A	1A, 5C 6B, 7	3B, 4A	1A, 2C, 4C, 5F, 6C, 10	2C, 8A 9A,10A

Appendix VI

Sociology/Political Science Methods Class Skills Assignment

13 Evaluations

1. Helpful in regard to this course?
100% Yes - 10
Qualified yes - 3

2. Use process in future?
Yes - 6
84.6% Possibly - 5
No - 2 (1 can do on own)

3. Helpful to include assignment in other courses?
100% Yes - 11
Possibly - 2 (would depend on course)

4. (question on extra credit omitted - not applicable in this class)

5. If assignment is given in other courses, is experience valuable enough that students should do it without credit?
100% Yes - 10
Possibly - 3

6. Would you recommend general skills technique to other students?
76.9% Yes - 10
No answer - 1
Probably not - 1
No - 1 (based on confusion between skills possessed before course and skills developed during course)

Sample Student Comments

Question 1 (Helpful in relation to this course?)

"More than anything else, it made me give some definite thought to what I had learned. Without this assignment, I might have been less aware of the skills I developed."

"Especially during the final class session - discovering all the skills (that I had never thought of as skills) was fairly mind-boggling."

"Many of the different categories of skills I found I had developed in this class I would not have considered had I not completed the survey."

Question 3 (Include in other courses?)

"It is a good and worthwhile assignment. I think it would be especially applicable in evaluating the worth of distribution courses. Often students take these courses with fulfilling distribution requirements as their only goal. They might appreciate the classes and the whole idea of a liberal arts education more if they recognized

(Over)

the skills they developed in those classes."

"It gives the student an opportunity to reflect upon what the course was and what he/she learned/accomplished in it. This is done very seldom, but seems a good means of pulling everything together in the student's mind."

"It is definitely a more effective way of evaluating the course than is the evaluation provided by A.S.G. It puts more emphasis on the student's role in the learning process rather than placing most of the emphasis on the instructor."

Question 6 (Recommend technique?)

"I think everyone should be acquainted with it - particularly liberal arts students."

"I was rather skeptical about the value at first, but I think it really works and makes you appreciate all you've learned in a class. I'd recommend it to anyone."

"Yes. If they do this, they may see what skills they have developed and try to improve them. If they see where they are deficient, they may try to develop further skills."

"I feel that this could be helpful to most students - whether in graduate school applications, job applications, or simply self-recognition of personal skills."

AFTER THE DOLLARS CEASE, THEN WHAT?

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Alma, MI 48801

There is one word that I believe is the cornerstone to answering that question. The word is integration. Integration with ongoing affairs of the college--eventually give as much away as possible including staff if necessary. A goal should be to establish productivity so that positions are contributing to the strength of the institution. The following are suggestions to promote this integration.

A. Support other college efforts while accomplishing your goals as well.

- Academic
- Orientation
- Admissions
- Alumni Relations
- Retention
- Fund-raising
- Faculty Development
- Local community relations
- Placement

B. Tie your efforts into the threads of strengths of the college.

- Advising
- Practicum
- Faculty innovation/development
- Alumni contacts
- Corporate relations

C. Know what you think you want left in activity and equipment, e.g., good publications, C.I.C., tape library, record of development, money for faculty development, strong practicum/placement, good relationship with professionals.

The answer really is that what happens when the money runs out really begins when the money runs in.

Participants at this point engaged in a group brainstorm of what a hypothetical College X might come up with for each of the areas of integration mentioned above.

The following three slides depict what Alma'a program is going to be next year and beyond until we know something isn't working. As you review the slides, try to relate the programs to ideas that we have brainstormed for College X.

MAIN ELEMENTS

FACULTY

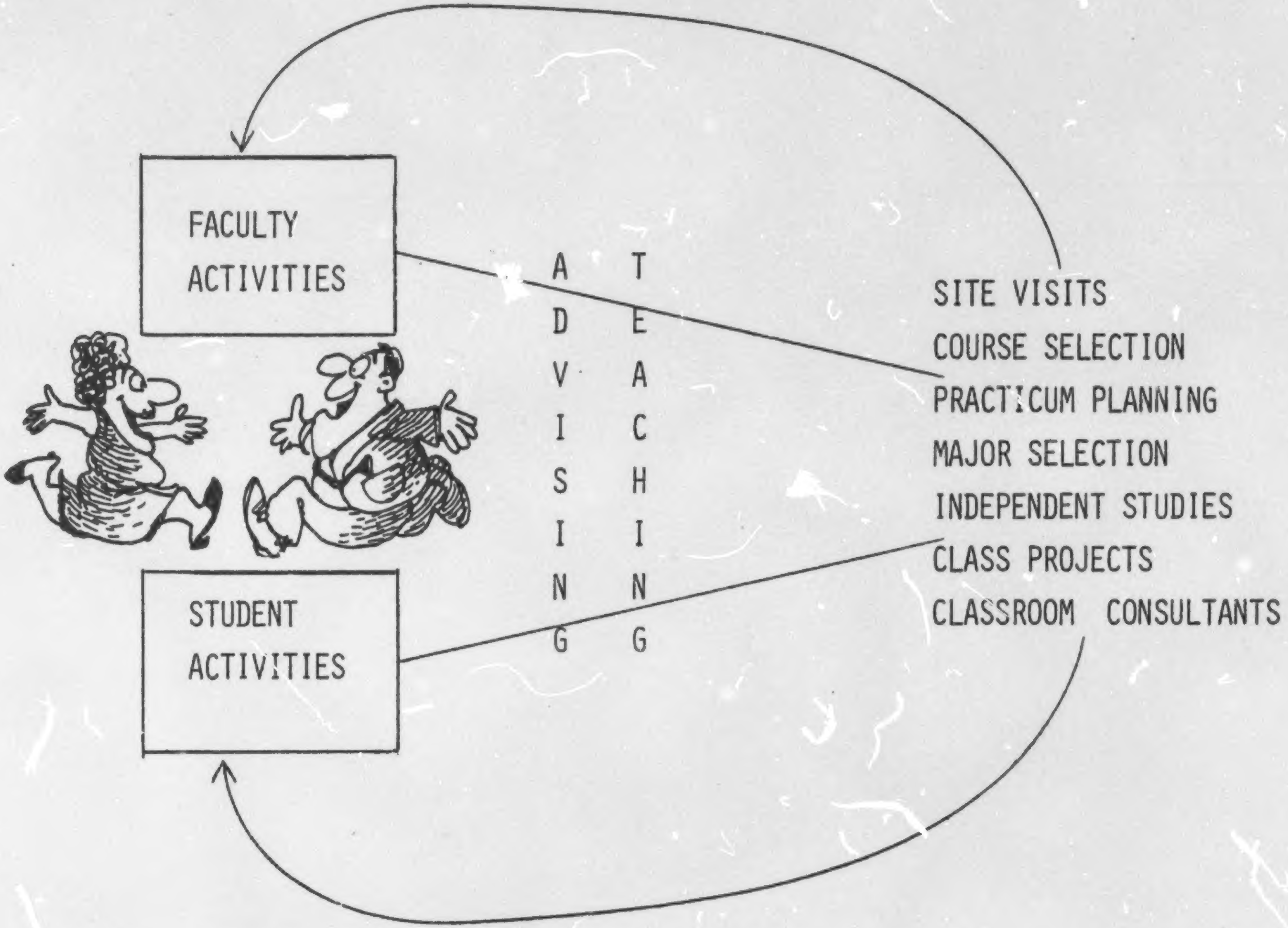
- FACULTY WORKSHOPS
- USE OF CONSULTANTS
- SITE VISITATIONS
- ADVISING
- SABBATICAL

STUDENTS

- WORKSHOPS
- ASSESSMENT ACTIVITIES
  - ENTRY - EXIT
- ADVISING GUIDE
- CAREER EXCHANGES
- CAREER SEMINARS
- SITE VISITATIONS
- PRACTICUM
- PLACEMENT

SUPPORT

- MONTHLY CAREER AND EDUCATION EXCERPTS
- CAREER INFORMATION CENTER
- VIDEO INTERVIEWS
- CAREER CONSULTANT NETWORK
- CAREER RESOURCE COUNCIL
- PRACTICUM PLANNING HANDBOOK
- VIDEO-TAPE EQUIPMENT
- PROGRAM OF EMPHASIS
- IN-CITY INTERVIEW PROGRAM
- STUDENT ENTRY DATA
- COMPUTERIZED GUIDANCE SYSTEMS
- GRADUATE FOLLOW-UP



FACULTY ACTIVITIES

ADVISING

TEACHING

- SITE VISITS
- COURSE SELECTION
- PRACTICUM PLANNING
- MAJOR SELECTION
- INDEPENDENT STUDIES
- CLASS PROJECTS
- CLASSROOM CONSULTANTS

STUDENT ACTIVITIES

CHANGES IN WORKSHOP PROGRAM

STEP 1

DESIGNATED PROGRAM

ER
- CAREER EXPLORATION I
- OCCUPATIONAL INFORMATION

SO
- CAREER EXPLORATION II
- PRACTICUM PLANNING
- COMMUNICATION SKILLS I
- COMMUNICATION SKILLS II

JR
- LETTER WRITING
- INTERVIEW PRACTICE
- GRADUATE SCHOOL PLANNING

SR
- SENIOR PRE TERM
- RESUME WRITING

STEP 2 COURSE SMORGASBORD	STEP 3 MODULES
CAREER EXPLORATION I OCCUPATIONAL INFORMATION CAREER EXPLORATION II	EXPLORATION AND DECISION-MAKING (ANYONE)
COMMUNICATION SKILLS I COMMUNICATION SKILLS II LETTER WRITING	BASIC COMMUNICATION SKILLS (SO)
INTERVIEW PRACTICE PRACTICUM PLANNING	PRACTICAL INTERVIEWING AND PRACTICUM PLANNING (SO & JR)
GRADUATE AND PROFESSIONAL SCHOOL PLANNING SENIOR SEQUENCE	BEYOND COLLEGE PLANNING (JR)
	SENIOR PRETERM

Slide 3

ALMA COLLEGE
CAREER PREPARATION PROGRAM
CURRENT STATUS

As the Career Preparation Program has been in operation for approximately three years, the following is a brief description of the main activities of the program for students and faculty.

STUDENT PROGRAMS

Supporting Resources	Activity
Pre-College testing ACCD Staff	1. Pre-enrollment assessment of education and vocational interests--assignment to an advisor.
ACCD Staff Workshop materials	2. Administration of Strong Interest Inventory with results to faculty advisor 3 weeks after start of fall term.
ACCD Staff	3. Administration of planning activities and skills survey with results to faculty advisor prior to first advising session.
Personal Profile Student workshop materials Student's Advising folder	4. Completion of first phase of advising guide for or with advisor.
1. Money for students to travel to practicum sites. 2. Video equipment to develop communication skills 3. Career Information Center 4. Career Consultant Network 5. Career Seminars 6. Additional individual testing.	5. Utilization of workshop program based on student or joint faculty-student iniative - (these workshops result in skill assessment in several areas, self knowledge, development of career planning skills, practicum plans, selection of graduate programs, etc.).

Student Programs, continued

Supporting Resources	Activity
Workshops Past Records Individual Testing	6. Development of Personal Profile for use in advising, course planning,etc.
Career Consultant Network of 350 plus volunteers.	7. Participate in seminars and career exchanges with practicing professional.
Career Consultant Network Information on past practicums Directory of established practicums Funds for visits Student workshops	8. Development of a practicum
Senior Sequence Workshop Placement readiness interviews On-campus interviews In-city interview program	9. Participate in placement program

FACULTY PROGRAM

Supporting Resources	Activity
Staff Colleagues Advising Sourcebook Handouts	1. Pre-school advising workshops over several areas to help faculty develop skills in working with students Use of PASS Use of Strong Use of Advising Guide Interview process
ACT SAT PASS High School record Advisor Assignment Survey	2. Student advising using folder containing history of measured academic skills, interests and stated needs. Also includes self-assessment of skills thought necessary for student success.
Career Consultant Network Faculty contacts Budgeted professional costs for consultants	3. Financial and personal resources to support consultant visits to the campus to meet with students, present in class, etc.
Reference sources in Career Information Center Records of past practicums Funds for travel	4. Individual faculty visits or visits with students to places of potential employment or practicum opportunities, or to consult with a colleague about a career issue.
Career Information Center Staff Site visits Career Consultant Network Funds	5. Development of career information related to one's discipline.
Staff Pre-school workshop Pre-school conference Career seminars	6. Participate as designers and learners in periodic workshops to critically evaluate and implement the consideration of career planning activities by the liberal arts faculty and students.
Placement Report Staff	7. Follow up on the career progress of Department majors, showing trends
Staff Career Consultant Network Funds Faculty referral	8. Sabbatical opportunities in career exploration activities.

Let me now review several strategies to use in accomplishing integration. Again I offer you only what I think are key efforts (probably the overriding goal here is setting expectations and attitudes which must go beyond money). If you can accomplish this, the activity will take care of itself.

1. View the institution as a whole and establish broad ownership.

   Avoid territorialness or restricted ownership of a project which you hope to impact upon a whole campus.

   If you adopt such an attitude, here are programs you might initiate:

   A. Consider combining academic and student life committees of the trustees to bring them information and enlist their commitment and interests. (Get highest level support you can.)

   B. Consider the organization of faculty workshops around the needs of students and the issues facing higher education today. This can be a very effective way to enlist the commitment of faculty. (Be a teacher.)

   C. Organize an advisory committee that is outside the governance structure that you can use to test your ideas and rely upon to informally communicate with their peers. This should include students, faculty and staff.

   D. Bring alumni and parent boards along by introducing them to the issues and any recommendations you might have for solutions.

   E. Whenever formal long range planning or objectives for the institution are being established, insure that you take the initiative to insure that career education objectives receive review and consideration. As an example as to what can take place, I have an example from Alma College's Ten Year Projection.

2. As a second strategy I would encourage you to openly review goals, objectives and programs with a broad base of people and encourage their comments and suggestions. I would urge that you do the same for any evaluation results. Make sure goals are clearly stated.

TEN YEAR PROJECTION SUMMARY

DURING THE NEXT TEN YEARS, ALMA COLLEGE SHOULD DEVELOP PROGRAMS TO INSURE THAT GRADUATES, ESPECIALLY THOSE MAJORING IN DISCIPLINES WITHOUT DIRECT OCCUPATIONAL RELATIONSHIPS, ARE ABLE TO OBTAIN EMPLOYMENT IN CAREER FIELDS APPROPRIATE TO THEIR INTERESTS, TALENTS, AND AMBITIONS.

THE COLLEGE SHOULD:

- ▶ SUPPORT PROGRAMS THAT DEVELOP STUDENTS' CAREER AWARENESS AND OTHER CAREER PLANNING SKILLS
- ▶ EMPHASIZE THOSE PERSONAL CHARACTERISTICS WHICH INCREASE A STUDENT'S POTENTIAL FOR SIGNIFICANT CAREER OPPORTUNITIES
- ▶ ASSIST STUDENTS TO FIND OPPORTUNITIES TO EXPLORE AND DEVELOP CAREER ALTERNATIVES
- ▶ PROVIDE A PLACEMENT SERVICE TO ADVISE AND ASSIST STUDENTS IN SEEKING EMPLOYMENT AND POSTGRADUATE PLANNING
- ▶ TO ACHIEVE GOALS AND PROGRAMS:
  - CLASS SIZE LIMITS APPROPRIATE
  - SIZE OF ADVISEE GROUPS CONSISTENT WITH EFFECTIVE ADVISING
  - THREE FULL-TIME PERSONS MAINTAINED IN THE ACCD CENTER
  - FUNDS TO CONDUCT SITE VISITS, FACULTY WORKSHOPS, ALLOW THE DEVELOPMENT OF PRACTICUM PROGRAMS, HIRE CAREER CONSULTANTS, DEVELOP PLACEMENT OPPORTUNITIES, AND PROVIDE FACULTY ADVISOR STIPENDS SHOULD BE INCLUDED IN BUDGET PROJECTIONS.

3-22-79

Several creative programs and opportunities this allows for you:

A. Advisory Committee agenda

B. Open meetings for faculty and students

C. Articles in student newspaper

D. Informational/instructional agenda at a faculty meeting

E. Production of quality publications

F. Periodic faculty workshops to be brought up to date on new programs.

This open approach will avoid narrow ownership and will serve to help other people find avenues for their own personal commitment to the effort.

3. A third strategy is to be clear about the resources and skills that will be necessary and available to conduct any broad based programs.

Whenever faculty is involved in any new programs it is critical that the new activity helps them be more effective at what they are already doing so it contributes to the accomplishment of their existing priorities.

Where indeed a faculty member is being asked to rearrange priorities it is critical that the reward system be adjusted to reflect the desired change in priorities. Faculty members need to know what it is that contributed to their positive evaluation.

The creative challenges open to the administrator here are broad. Some, however, are these:

A. Establish workshops for faculty members that assist them in developing skills to carry out their current functions.

B. Arrange for distribution of departmental funds in areas you wish to see attempted (use of consultants, travel to work sites, etc.).

C. Encourage use of traditional faculty development opportunities to develop skills and resources in carrying out a career education approach (e.g., use of sabbaticals).

D. Demonstrate broad support to staff and faculty for any college effort; (e.g., Career Planning and Placement, central staff; Career Resources Center to support students and faculty).

E. Become an expert on sources of financial support for career education efforts. There is real opportunity for professional development of the administrator here while he or she makes a significant contribution to the college or university. Any person who is interested in implementing new learning must also assume responsibility for making available the resources in support of such a program. The effective administrator cannot rely on the office of grants and contracts or the college relations office. A creative opportunity here is that the administrator become an effective grants person. It is impossible here to go into what this means for the administrator, but a key rule is that any application for grant funds build on past successes and have broad ownership among those whom the potential funds will affect.

Maintaining a program is key to its continuance and is just as challenging to the administrator as getting a program started. Key roles for the administrator include supporting through person, materials, and programs the original objectives; monitoring existing procedures; revising and eliminating effective practices.

Strategies for maintaining a program include:

A. Design of formative and summative evaluation studies of what happens to students who participate in career education activities.

B. Design of materials for faculty and students that promote the career education process--materials they can refer to.

C. Campus newsletter that keeps faculty and staff up to date on issues affecting higher education.
At Alma we call this "Career and Education Excerpts." This has become an effective staff development tool as well. All staff members simply circle issues in their professional reading material, forward them to my office, and they are edited and formatted by the secretary who distributes a release biweekly.

D. Integration of career education activities with other areas of responsibility on the campus. (Student Union activities; alumni affairs; college relations; admissions; departmental programs)

E. Create forums for faculty members who have excitedly and effectively integrated work and education concepts. (Faculty presentation, newspaper interview, formal report to administrative staff)

So the key to keeping a program running after the money runs out is to work toward integration from the beginning.

- Wherever possible, build programs into the ongoing efforts of the college.
- Be open about all goals, objectives, and plans.
- Be ready to give over ownership of any program if it finds a home.
- Get rid of a program that doesn't work.
- Find means to establish expectations and activities which go beyond money.
- Develop quality publications.

If you are going looking for money, make sure you know where you want to get--you'll be asked, because that will make all the difference in where the program will be once the money runs out.

CONSORTIUM COOPERATION AS AN EFFECTIVE PROFESSIONAL DEVELOPMENT TOOL

A workshop presentation by members of the
Council of West Suburban Colleges, Lisle,
Illinois. Participants: Barbara Karchin,
Illinois Benedictine College; Nancy Sims,
North Central College; Catha Fields, George
Williams College; and George Thomson, Aurora
College.

The Council of West Suburban Colleges is a consortium of four small liberal arts colleges in the western Chicago suburbs. The colleges are linked by size, geography, and a commitment to private higher education. Each is unique in its underlying philosophy and course emphasis, its particular strengths and weaknesses.

Within the consortium, several groups composed of a representative from each college in a particular field meet regularly to compare ideas and discuss ways of strengthening their approach through interinstitutional cooperation. Our Career Planning Group is an example of this. We have met regularly during the past year; and as a result, we feel we have received some important benefits and accomplished some meaningful goals. These we outline below.

Our current members all came to the consortium within the last two years. Prior to that, other Career Planning Officers had met, as we do, and set in motion a series of joint activities. One of the first consortium-wide events was the joint interviewing program. Students from all colleges could go to one campus to meet with visiting company interviewers. In theory, this was an efficient way to conduct interviews especially from the company's point of view--but in practice it was not overly successful. Attendance was low, partly because of the difficulty involved in getting students to the selected campus at the right time.

Another "traditional" activity was the annual career fair, a day set aside for many companies to set up booths and interview many students. Again, attendance on the part of both employers and students was disappointing, though results were not entirely unsuccessful.

At the beginning of this year, we had the opportunity to change the pattern. The consortium budget allotted us $1,000 to set up our own activities; and the consortium director gave us a free hand in directing our own course. The results are innovation; change; growing pains; and, we feel, real progress for our group.

We decided to meet regularly once a month for the purpose of becoming better acquainted and providing mutual support. At one of our first meetings, Nancy conducted a set of group dynamics exercises which enabled us to achieve our first goal. At this session we also traded resumes. In a relatively brief time, we really began to feel we knew each other--and more important, liked each other and could work well together.

Working together, we set up a number of projects designed to make us more effective career planners on our own campuses. We found that we each possessed different strengths and weaknesses, just as do the colleges of the consortium. We were, in fact, a mini-consortium with a specific purpose--sharing resources to achieve better all-around effectiveness.

We began by serving as guest speakers in each other's presentations. Barbara, for instance, helped Catha's students prepare for interviews during one such visit. Another simple step was sharing known job opportunities. If one officer heard of an opening, he or she would send a copy of the information to the others. The "jobs available" bulletins were circulated in the same way.

Although the formal "career interview days" were discontinued, we still alerted other campuses to the impending visits of company recruiters. One of the more elaborately planned versions of this took place at Aurora College, when an interviewer from Ernst and Ernst talked to students from all four campuses. One fact emerged that was helpful to all of us, our small-college students were a little awed by interviewing with such a big, well-known firm. We detected this and have alerted our faculties to the fact. We hope they will use their classrooms to bolster student confidence by supplying information and support. Next year, we'll send tigers out there!

We are also in the process of developing our own career tools in the form of tapes. Each of us has selected a phase of career planning that we feel demonstrates our own strength, and we are currently preparing a tape or set of tapes to be duplicated and shared consortium-wide. We hope to build up our libraries with tapes and handouts on interviewing, resume writing, job hunting, career resources, graduate schools, and other opportunities available to the four-year college graduate, along with strategies on going out and getting what he or she really wants. Our tape project is based on a project by Dea Forney which she reported on in the Journal of College Placement, and is being done with her knowledge and assistance.

In late autumn we embarked on our major project of the year. Taking a list of Chicago Loop employers who were members of the Midwest College Placement Association, we each selected a group to contact with the idea of finding out just what skills they wanted in new employees and what opportunities were available locally to the liberal arts graduate.

We contacted forty-one employers. We sent each a letter and a questionnaire, then followed up by phone requesting an appointment for a personal interview--not to try to place anyone, just to gather information that would help us to send them the kind of people they were looking for.

(Note the careful PR approach.) We felt these visits would enable us to give more informed counsel to our students and also give us concrete evidence to present to faculty on what students should know to be fully employable.

Despite the fact that we scheduled all our interviews during what turned out to be the Chicago Blizzard of the 70s, we did manage to visit eighteen companies and gather a few pertinent facts. We found out, for example, that liberal arts students are not particularly attractive to business unless they have minors in business, computer, or some specialized technical area. Second to the "marketable craft," employers are looking for people with leadership skills, interpersonal skill, effective communication skills, and a high level of self-motivation. We knew all this in a general way, of course; but now we can post a chart showing our students the actual responses of actual employers--an "added voice" in our continuing pleas to choose courses carefully with some sort of practical goal in view, even if it is still rather general.

In summary, this year has been good for our consortium effort. We have united for strength, and we are looking forward to continuing our efforts next year to find more ways to help our students help themselves along the path to employment and their own professional development.

Our professional development is being enhanced in the process. Our trip to Alma to present this workshop was subsidized by our consortium funds. We feel it is a chance not only to share our successes but to hear the presentations of others and gather new ideas. It is, in fact, a way of taking the united approach one step further. We have proved on our own campuses that new ideas and approaches can be presented, accepted, and implemented. We've taken--or been given--the responsibility to chart our own course and we're proud of that. None of us could have done it alone.

VIRGINIA WESTERN'S CAREER EDUCATION: INTER AND INTRA INSTITUTIONAL COOPERATION

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INTRODUCTION

The complexities of making career decisions in our contemporary society present a monumental challenge to those of us who assist students "develop" their careers. No longer can career services only be offered through traditional resources, such as career centers and placement offices. In order to address the career development issues our students face, we must reach out from our centers and offices and enlist many allies in our efforts to provide meaningful career development services.

Career Education is a concept that embraces an "education for life" atmosphere on campus. Indeed, the career decisions that students make during their education will affect not only their occupational alternatives, but also will potentially influence their place of residence, define their circle of friends, and are significant determinants of their overall life-style. It is no wonder, then, that students seek assistance in fitting their selection of a college major or an occupation into a broader life context.

Defined, Career Education is "the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." It is understandable that with such a broad mission, one or two career development specialists in isolation can have little impact on even a small number of students. Although traditional support functions play essential roles in assisting students, they, by themselves, are not sufficient to address the broad mandate provided by Career Education.

Virginia Western Community College (VWCC) in Roanoke, Virginia, employs Career Education as the keystone of its career development services to its students. Moreover, being a community college, VWCC also recognizes its reponsibility to be a provider of career services to the 250,000 residents of the Roanoke area. To accomplish its goal of offering meaningful career services to both VWCC students and non-students, cooperation has become an essential aspect of the VWCC program. On campus, cooperation means the integration and coordination of many activities important to students' career development. Off campus, cooperation entails the harmonizing of the services of other educational institutions, businesses, industries, labor organizations, governmental offices and social service agencies. We will now take a closer look at these two aspects of cooperation.

INTRA-INSTITUTIONAL COOPERATION

Although VWCC is a relatively young institution (founded in 1966), traditions of service territoriality had nonetheless evolved. Varied career assistance programs were available to students, but they tended to operate in isolation from each other. However, beginning in 1975, the concept of Career Education was applied on campus. The effect of Career Education has been an integrated career development atmosphere at VWCC.

Prior to 1975, there had been no focal point of career services on the Virginia Western campus. In that year, however, the Career Life Development Center (CLDC) was formed to be not only the physical center of career development activity and career resources, but also to be the conceptional hub of the Career Education effort. More than anything, designating the CLDC as a Career Education advocate was critical to the implementation of a campus wide career thrust. Supported by the VWCC Administration, the CLDC became the coordinator of Career Education on campus.

At VWCC, Career Education involves staff not only from the Student Development Division, but also from the academic divisions. Although there remains autonomous offices to coordinate Cooperative Education, Career Counseling, Placement, Financial Aid, and Academic Instruction, the effect of the CLDC has been to engender cooperation for the purpose of student career development. From the time students first enter VWCC, an atmosphere conducive to career development surrounds them. During the intake interview required of each student, counselors from the Office of Student Development explore occupational options with students. This process is continued through the mandatory seminars offered by the Office. Depending upon student need, seminars dealing with the orientation of self to the work-school environment or with intensive occupational and self exploration are taken by each student. Programs of financial aid are utilized to assist students test tentative career decisions as well as contribute to their college expenses. The efforts of the Financial Aid Office have resulted in the placement of over sixty-[illegible] percent of college Work Study recipients in jobs related to their academic [illegible]. The Office of Cooperative Education has initiated a program to [illegible] college transfer students to its program. Although Coop has been heavily used by occupational - technical students, transfer students have traditionally not taken advantage of the experience. Broadening its appeal permits the Coop Office to offer valuable work experience to all VWCC students. Likewise, the Placement Office has broadened its services to incorporate the work location needs of many diverse segments of the VWCC student body. Part-time, full time, vacation, permanent, and Co-op employment contacts are all available through Placement. Instructional divisions also contribute to the atmosphere necessary for Career Education. Faculty in both the occupational - technical areas and the transfer programs provide students with the opportunity to gain occupationally relevant cognitive and conative skills. Faculty attempt to assist students examine their values through simulations and exercises designed to help students relate their classroom experiences to occupational environments.

The diversity of inputs to Career Education at VWCC comprises the vitality of the program. Obviously, the CLDC could not in itself provide direct service to the number of students currently being assisted. The VWCC model of utilizing existing campus resources under the advocacy of the Career Life Development Center multiplies the career development atmosphere on campus by the factor of each component involved. In this way, a two person office effectively impacts the career development needs of students to a degree not possible through direct service.

INTER-INSTITUTIONAL COOPERATION

The spirit of cooperation extends beyond the campus of VWCC into the Roanoke community. Because education for careers does not occur in a vacuum, input from many sectors of the community is essential. Advisory committees for academic programs assist in maintaining occupationally relevant education. Of course, contact with employers is essential in order to project the number of students and the types of skills required in the local job market. Moreover, some aspects of career development are common to both students and non-students in the community. One such aspect is current, easily accessable information.

There exists a consensus among institutions of higher education, the public school systems, and representatives from the business/industry/labor community within the Roanoke Valley that career and occupational information services are viable educational tools that deserve priority and should be made available to all. There also exists concern on the part of federal, state, and local governments that improved and up-to-date career education and occupational information be made available in an efficient and economical manner. To this end, the Roanoke Valley Career Education Consortium has evolved. The Consortium is composed of Roanoke City Public Schools; Roanoke County/Salem Public Schools; Roanoke, Hollins, and Virginia Western Community Colleges; the Virginia Employment Commission, Roanoke Regional Office; National Alliance of Business, Roanoke Metro Area; and other representatives from business, labor, and industry. The strength of the Consortium rests in sharing ongoing resources, expertise, and improved inter-Valley communications and cooperation provided by the participating institutions and businesses.

The major goals for the Consortium are:

1. to maximize the availability of career education and occupational information to residents of the Roanoke Valley at minimal cost. In this context "career education" encompasses those experiences which lead an individual to successful occupational performance, including self-satisfaction based on life goals and economic independence;
2. to provide both short and long range employment opportunites within the Roanoke Valley and to "match" the needs of employers with qualified individuals. Experiences which lead to attainment of successful occupational goals are a combination of both in-school and out-of-school situations which provide up-to-date

information about the local economy, alternatives of career choice, the intelligent determination of personal capabilities and aspirations, the requisites of a variety of occupations, and knowledge of employment potentials.

To meet the first of these two major goals, the Consortium has inplemented the Guidance Information System, an up-to-date computerized terminal interactive, career-vocational resource center, in member schools and colleges. The System is stored at Virginia Western as a data base and is made available by use of a terminal and telephone housed in a user school. By "dialing in", students and area residents have immediate access to occupational, armed services, two year college, four year college, graduate school and financial aid information.

Use of the Guidance Information System, along with the individual attention provided by professional counselors, has greatly expanded the positive delivery of career education information to area residents. Clarifying career-vocational goals have been facilitated by the Consortium's cost effective delivery system. In the future, it is anticipated that all intermediate (grades 7-9) schools in the Roanoke Valley will have access to the Guidance Information System.

The cornerstone of quality career guidance is current and accurate information. The excellence of a choice is determined by the degree to which the decision maker has considered possible alternatives and the completeness with which each alternative is examined.

The utility of the computer in providing occupational information is demonstrated through the GIS. Not only can a user of GIS discover important information about a particular occupation, but the flexibility of the computer can be employed to identify occupations which meet the unique interests, aptitudes and requirements of the user.

As good as GIS is in readily providing information which is necessary to consider alternatives, it has a limitation. The data base that it uses was designed to reflect national trends. While this information is useful, information specific to occupations in the Roanoke Valley would be of much greater assistance. Providing localized occupational information is the second major objective of the Roanoke Valley Career Education Consortium.

Using data provided from the Roanoke office of the Virginia Employment Commission and a survey to be conducted by the Roanoke City and Roanoke County/Salem Public Schools, GIS II will augment the existing information available. Not only will the user of GIS be able to obtain all the occupational facts already available in the system, specific information about salary ranges and the employment outlook of occupations in the Roanoke area will be readily available. Moreover, occupations that are typical of this locality, but not common on a national scale, will be reflected in GIS II. Of perhaps greatest potential assistance for the GIS user, however, is the capability of GIS II to identify Roanoke area employers who hire workers in a particular occupation. The program is intended to provide a realistic picture of short range and long range potential employment opportunities. Current employment opportunities will be identified and interested persons will be "matched" by the Virginia Employment Commission. Prospective employers for specific jobs will be identified and integrated into the GIS II.

Virginia Western serves as a community resource for the career development needs of Roanoke area residents in other ways also. The Career Life Development Center's resource room, individual career counseling and psychometric evaluation are available without charge to any community resident. Additionally, broadcasts over the College's radio station, WVWR-FM, informs area residents about a variety of career related issues.

Mobile career information displays, including a portable terminal to access the GIS, are frequently available to non-students in local shopping malls and other public places. College personnel serve as speakers and consultants to many local organizations concerned with career development.

SUMMARY

With personnel and budgets stretched to the limit, providers of career development services must make use of available resources. Although direct service is still a necessary component of a Career Services Office, meeting the career development needs of more than a handful of students requires that an advocacy and coordinating function be assumed by Career Services Offices. Virginia Western Community College has demonstrated that cooperation is possible and feasible not only on its own campus, but also throughout an entire community. Broad based career development programs are effective methods of addressing career development needs. Moreover, a beneficial side effect of cooperation is increased communication among the components, which provides the basis for improved services in other areas as well.

COUNSELING THE RE-ENTRY STUDENT

Ginny Riser-Schoch
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Alma, MI 48801

With good attrition being of prime importance to the survival of the college and the projected student pool decreasing in the next 10 years, small colleges must address themselves to the growing population of older persons as a viable source of students. To effectively serve these students a college therefore must be able to define

1) who are re-entry students
2) why do they return
3) what to do with them

Re-entry students are not from the "Pepsi generation". They usually are between 30-40 and have two or more children. They are more than likely the head of the household and/or are locked into some geographic area. They are determined and scared. For many it is the first time inside any classroom other than their childrens in the past ten years. For others it's a chance to upgrade their skills.

The motivations of returning adults are as varied as their interests but generally they fall under two headings: Psychological and Economic with, in many cases, considerable overlap between the two. The Psychological appears to be more prevalent among women in their 40's who are seeing their children leave home--they are having more free time and are feeling less needed. They are seeing what younger women are doing and are feeling cheated. They are feeling a need to know. They get upset with going stale. There comes a point when they realize that they are not a part of the world and it hurts. They are searching for the past. Those adults who never went to college or perhaps went one or two years feel they missed out. They want to be a part of a community.

The Economic impetus is also a driving force. There are those who are motivated principally by the bread and butter need to improve their financial situation. Among these are recently divorced women, particularly those with growing children to support. They return for a variety of reasons. For some it's a necessity. They have been thrust into the awesome task of being solely responsible for the care of their families.

Many mature women find themselves bored, perhaps mentally rusty, a bit dissatisfied with the role of mother, homemaker, clubwoman, volunteer. Others have escaped the world of prescribed pills and tranquilizers and are ready to tap a host of skills unknown to them. Many crave the self-esteem that a new job or career can bring. Others seek education as a manner of fulfillment.

In a recent study of mid-life career change conducted for the National Science Foundation entitled "An Evaluation of Policy Related Research on Programs for Mid-Career Redirection" a pattern of redirection was noted. The starting point appears to be some kind of current work or occupation, either a paying job or unpaid work in the home or in volunteer agencies. Something is happening to precipitate the shift in a new direction. The housewife's children leave home and she finds herself with no outlet for her energies and talents. The miner or aerospace engineer loses his job, an office worker gradually becomes so dissatisfied with the work situation that he/she decides to do something about it, personal tensions develop between supervisor and employee. Actually these are fairly straightforward instance of cause and effect. However, a mid-life identity crisis may symtomatize a more drastic and traumatic kind of decision, often impelled by divorce, widowhood, psychological change, illness and the like.

Apparently there is no typical returnee; people going back to school come from all age groups, incomes and backgrounds.

They all, however, have one thing in common. Their needs are different than those of an 18 year old freshman student. One of the needs of this group is a support system. Just as a residence hall freshman has a friendly R.A. and orientation committee to assist in the transition, the older returning student needs to feel a sense of identity.

Early identification and support is necessary to make the transition as easy as possible. Re-entry and/or older students are invited to campus for a walking tour. They are assigned to an advisor who has been identified by the staff as being sympathic to older students. They are then encouraged to begin to identify with one of the support groups which have been formed. In essence, they are given their own orientation long before the rest of the students.

During an early session, reality testing is done--questions dealing with goal setting, working, and values are discussed. Then as the people become more comfortable with the college and the people in their group issues such as child-care, the role of family and home support system, juggling work and study, are discussed. In addition to the group sessions, a one hour counseling session with one of the counselors is conducted. At this time topics such as time management, life goals, and personal concerns are explored.

Managing a home, books and job is not an easy task. Families and loved ones need to be aware of the importance of the new scholastic career. It is impossible for any person to try to fulfill their usual functions while adding the demands of classes. If families are to be the beneficiaries of the end product of all the work they need to be included in the process.

Re-entry students are also encouraged to participate in the Career Preparation Program to begin the process of publicly declaring what they are all about. Something they have not usually done before. Women traditionally train for and select careers that they think they can do now. Their confidence level is low. It never occurs to them to explore options, evaluate their skills, needs and wants and go after something that will be able to be challenging as well as fulfilling.

One possible reason for this is that many women were initially influenced by their peers, the times,or their parents, the formal or informal training opportunities in the community or simply the job opportunities available at the time.

Choosing a second, or even a third career in maturity offers a means of bringing one's occupational choice in line with personal growth and aspirations.

To assist in the choice a Bolles type approach to identification of skills is conducted. The important issue for re-entry students is for them to recognize that they have a wealth of skills at their fingertips. What they must concentrate on is the process of consciously identifying the skills they have and transferring them into what is necessary to complete their current and future objectives.

Re-entering students bring a number of significant challenges to all areas of a college.

In these times of retention concern and monetary cutbacks we must look to the adult student not as an oddity but as one to be recruited with the same degree of attention and services as we afford our incoming freshmen.

Ageism and Its Effects on Career Counseling

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INTRODUCTION

Many people working in the career development and placement area may be wondering why the topic of ageism is important in what they do. The answer to this lies in two self-assessment questions:

1. Has there ever been a situation where people reacted to you because of your age rather than who you were as a person?
2. Have you ever worked with adults and been aware of stereotyping them because of their age?

Most people when asked these questions would probably remember incidences in which age prejudice has occurred. We live in a society which sets up age related norms and expectations. These norms prejudically influence behavior and offer little regard for individual differences. What makes this issue important for people who work in career development and placement offices is that as more and more adults enter college, they need to be aware of the idiosyncratic nature of adult learners as well as any harmful stereotypes which may interfere with the helping process.

This article will focus on three areas: (1) What is age prejudice? (2) What do we know about adults? and (3) How can career development facilitators incorporate #1 and #2 into an effective problem-solving process?

AGE PREJUDICE

Troll and Nowak (1976) have provided a framework for examining age prejudice by dividing it into three basic parts:

1. Age Restrictiveness: This refers to the setting of arbitrary or inappropriate age limits for any behavior. Society has normalized certain behaviors with specific age groups and this

linkage seems to continue without much question. Why do all children begin school at 5? When the military draft was in existence, why could no one other than the 18-26 age group be drafted? Why is it legal to drink at 21 but not 20? Two people who choose to marry at 17 need permission, but why don't we question the readiness of the thousand of other couples who marry at 18, 19, or 20? Why must a person retire at 65 or 70? Why does college have to begin at 18 for students who just graduate from high school? (Ponzo, 1978)

2. Age Distortion: This occurs when there is a misperception of the behavior or characteristics of any age group. People often react to others based upon distorted views of how they expect people in that age group to behave. Adolescents are often viewed as flighty, clumsy, and unsettled simply because they are adolescents. People over 65 are perceived as being physically and mentally incapable of doing much of anything. I often painfully remember shouting at my 84 year old neighbor as we talked simply because "at her age, she must be hard of hearing." She shocked me one day by asking why I talk so loud.
3. "Ageism": This refers to negative attitudes expressed toward any age group. As with sexism and racism, ageism is the outcome of a ruinous socialization process which stereotypes people negatively because of their particular age. It is destructive to deny people the opportunity to choose a life style which does not fit the norms for their age group. Many adults returning to college are often confronted with the negative attitude "you're too old to do that."

As more adults return to campus and begin exploring new career alternatives, career development and placement workers must be aware of any potentially negative attitudes they may have toward the adult learner. A self-assessment exercise adapted from Okun (1976) may be useful in this evaluation process. (See handout I).

ADULT DEVELOPMENT

In addition to examining attitudes toward the adult or non-traditional student (an unfortunate misnomer), people working in career development must understand the unique needs, experiences, backgrounds, and developmental tasks of adults. Research in the past ten years has provided valuable data and understanding of the adult period. Gould's (1975) study of 524 men and women clearly pointed out that adults are not fully forged by adolescence, and they pass through predictable adult life phases. Instead of emerging like a butterfly at the end of adolescence, adults continue to grow and change. Shaehy's (1976) book Passages brought this same message across to millions of adults who needed a framework to understand their behavior.

Schlossberg (1978) offered five propositions about adult development to assist student personnel workers in their understanding of the adult client:

1. Behavior in adulthood is determined by social rather than by biological clocks. Unlike childhood, adults act not because of physical changes or physical timetables but rather through social norms. Because there are a number of adults returning to schools, changing careers, or planning new careers after retirement, personnel workers must reevaluate their social clocks, and undo the habit of tying behavior to age.
2. Behavior is at times a function of life stage, at others of age. While working with adults, it is important to understand that there are specific behaviors which occur at certain chronological

age periods. On the other hand, since many adults go through predictable life stages (marrying, having children, establishing a career, retirement, etc.) it is important not only to understand the age of the adult but also what life stage he/she is in. As Schlossberg stated, "It is not so much being 40 years old _and_ a parent with adolescent children, being 40 years old _and_ single, or being 40 years old _and_ recently divorced" (p. 420).

3. _Sex differences are greater than either age or stage differences_. Student personnel workers must be aware that at each age and life stage, men and women differ considerably from each other. Understanding these sex differences is critical, particularly since more women appear to be returning to campus than men and different strategies need to be devised for them.
4. _Adults continually experience transitions requiring adaptations and reassessments of the self_. The adult period can be viewed as one of transition as human roles are expanded or discarded, and life situations are faced which require adjustments and change (family, job, death, etc.).
5. _The recurrent themes of adulthood are identity, intimacy, and generativity_. Adults continually explore the question, "Who am I?" and seek out close relationships with others. Many adults spend this time searching for answers they failed to find when they were younger, or they redefine and build on previous life experiences.

Havighurst (1972) has provided an interesting framework for examining adulthood which combines the elements of age and life stage. Although his stages are helpful, caution should be taken to note the possibilities of numerous individual differences which occur, and will continue to increase in occurence as new life styles become more accepted.

I. Early Adulthood (Age 18-30)

  A. Selecting a mate
  B. Learning to live with a marriage partner
  C. Starting a family
  D. Rearing children
  E. Managing a home
  F. Getting started in an occupation
  G. Taking on civic responsibility
  H. Finding a congenial social group

II. Middle Age (Age 30-55)

  A. Achieving adult civic and social responsibility
  B. Establishing and maintaining an economic standard of living
  C. Assisting teenage children in becoming responsible and happy adults
  D. Developing adult leisure-time activities
  E. Accepting and adjusting to the physiologic changes of middle age
  F. Adjusting to aging parents

III. Later Maturity (Age 55 and over)

  A. Adjusting to decreasing physical strength and health
  B. Adjustment to retirement and reduced income
  C. Adjusting to death of spouse
  D. Establishing an explicit affiliation with one's age group
  E. Meeting social and civic obligations

For those adults who have made a decision to change in their career or life style, this transition period creates needs for specific career services. Arbeiter, and his colleagues (1978) have published 40 Million Americans in Career Transition. An examination of those adults who are in transition reveals a heightened need for certain services provided by career development and placement offices (see handout II).

Before discussing strategies, one additional aspect of adult development which has a bearing on the type of interventions that are used is that adult learning is different from childhood or adolescent learning. Gibb (1960) has offered six principles for adult learning. One common element among all of them is the notion of participatory involvement.

1. Learning must be problem centered

2. Learning must be experience centered

3. Experience must be meaningful to the learner
4. The learner must be free to look at the experience
5. The goals must be set and the search organized by the learner
6. The learner must have feedback about progress toward goals

PROBLEM-SOLVING PROCESS

It should be clear by now that as more and more adults return to college seeking new career options or learning experiences, career development people need to become sensitive to their personal attitudes about adults, as well as develop a sound understanding of the uniqueness of adult learners. This sensitivity and understanding are helpful in devising appropriate strategies.

While working with adults, I utilize a five-step systematic behavioral approach which allows me to establish a meaningful helper-helpee relationship in addition to providing a structured problem-solving process.

1. Identify Uniqueness of Adult Person. Since adults have more experiences than the typical college student, it is crucial that time be spent collecting background information. These experiences provide important feedback about their strengths and weaknesses. More importantly, it conveys to them that you *are* interested in their unique history, and that you want to build from their past.
2. Identify Reasons for Change. Change typically occurs as a result of pressure, and it is helpful to identify the source of that pressure. Pressure can occur externally from the environment (eg. loss of job, lack of job skills, divorce, etc.) or it may result internally from changes of the self (eg. new values, changing interests, new goals, etc.).

3. Establish Goals. Realistic and measurable goals must next be formulated jointly by the career development worker and the adult person. The more that adults are involved in establishing goals, the more likely they will attempt to complete them. Since adults are problem-centered and plan to use their new learnings immediately, it is more meaningful to them to concentrate on short-range vs. long-range goals. Short-range goals provide incentive for further goal-setting and respond to their sometimes urgent feeling of "trying to make up for lost time."
4. Determine Strategies. Strategies vary in relation to the unique needs of adults and to the specific goals that are established. Many times multiple strategies must be utilized. For example, working with adults who are considering life-style changes may require a combination of interest testing, generating and exploring new options, or working with significant others to understand these new changes. Bartlett and Oldham (1978) classify career strategies for adults into four categories: (a) mid-life counseling; (b) occupational change counseling; (c) pre-retirement counseling; and (d) life-style counseling. I have found hand-out III particularly helpful while working with pre-retirees. Adults need a strong support system and many of the strategies can be used in a group setting. For married adults returning to campus, involving the spouse and children with campus activities can assist in the transition process (see handout III).
5. Evaluation. The final step in this process is evaluation. This essentially asks the question, "Did change occur?" Examining the person's life before he/she came for help, and comparing it to what it is like after intervention, is one way to evaluate the

effectiveness of any assistance provided. Another valuable way is to examine the goals that were established to determine whether they were completed. Career development workers must use this critical step not only for their own information, but also as a way of providing feedback and reinforcement for the adult learner.

SUMMARY

I have attempted to build a rationale for the need of career development personnel to understand and respond to those adults who are facing change in their lives. The initial step is one of personal sensitivity and understanding of the developmental process. Both must occur before any substantive help can be provided. As our society becomes more accepting of alternative roles and life styles, many more adults will be taking assertive steps and risks to change their life. As they begin college work, the entire campus community must respond in a helpful and supportive way to eliminate age stereotypes and open its doors for growth and change.

HANDOUT I

SELF-AWARENESS

It is important when working with the adult or elderly person to assess continually your own needs and feelings. The most effective helpers are those who are alert and aware of their own strengths and limitations.

Consider the following questions and write down your reactions to them:

1. Am I aware when I find myself feeling uncomfortable with an adult or elderly person or with a particular subject area?

2. Am I aware of my own avoidance strategies?

3. Can I really be honest with the person?

4. Do I always feel as if I need to be in control of situations?

5. Do I often feel as if I must be omnipotent in that I must do something to make the person "feel better" so I can be successful?

6. Am I so problem oriented that I'm always looking for the negative for the problem, and I never respond to the positive, to the good?

7. Am I able to be as open with people as I want them to be with me?

Adapted from: Barbara F. Okun, Effective Helping: Interviewing and Counseling Techniques, Dunbury Press, 1976.

HANDOUT II

COMPARISON OF INTEREST IN CAREER SERVICES OF IN-TRANSITION AND NOT-IN-TRANSITION ADULTS

Services	Percent of Adults with High Interest In Transition	Percent of Adults with High Interest Not In Transition
1. List of available jobs	62	26
2. Facts on occupational fields	52	24
3. Examination of career possibilities and most rapid path for advancement in your field	50	25
4. List of educational or training programs	49	25
5. Job skills training	47	27
6. Discussion of ways that your abilities/strengths can be used in various jobs	44	23
7. List of financial aid sources	44	24
8. Explanation of educational programs in a given field that are offered at different schools	41	26
9. Discussion of which schools could best meet your personal needs	41	18
10. Facts on how personal abilities relate to educational success	38	20
11. Advice on eligibility for specific types of financial aid	37	23
12. Occupational ability testing	35	18
13. Advice on ways to resolve personal problems such as child care and family commitments	34	22
14. Training in self-analysis and decision making techniques	31	15
15. Discussion of your family's attitude toward your career	30	17

HANDOUT III

Things I'm doing Now	Things I want to do after I retire	To Relax
________	________	Listen to the radio or watch TV
________	________	Go to the movies
________	________	Go to baseball games or other sports events
________	________	Just sit and take it easy
________	________	Play cards by myself
________	________	Play a musical instrument
________	________	Sew, knit or do some other kind of handwork
________	________	Take a nap every day

* * * * * * * * * * *

WHERE TO GET HELP OR IDEAS

If You Want To Be Useful, To Help Other People, Or To Serve Your Community:

1. Call your community information service
2. Talk to your clergyman or someone else in your church or synagogue
3. Call your Red Cross or Salvation Army
4. Call your Boy Scout, Girl Scout or Junior Achievement organization
5. Ask your friends if they have any ideas
6. Make a trip to your nearest library and ask the librarian for suggestions
7. Ask your doctor if he has any suggestions
8. Get together with other retired people and organize your own activity such as a visit-the-sick committee.

If You Want To Make New Friends:

1. Find out if there are any clubs or centers for older people in your community
2. See what your church has to offer
3. Visit your community center, preferably one in your neighborhood
4. If there is no activity center or club for older people, try to organize one with the help of your church or synagogue, your recreation department, your union or your city government

If You Want To Keep Mentally Alert:

1. See what your schools have to offer adults
2. Get acquainted with your library and what it has to offer
3. Visit your museum and see what it has to offer

Taken from: Preparation for Retirement by Woodrow W. Hunter, Institute of Gerontology, University of Michigan--Wayne State University, Ann Arbor, Michigan, 1976.

Rational-Emotive Therapy: A Unique Approach to Career Counseling

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ABSTRACT

Irrational beliefs underlie many difficulties people have with career decisions, and this presentation explains the application of Albert Ellis' Rational Emotive Therapy (RET) to this problem. It presents the theoretical premises of RET and a four stage process for helping clients deal with irrational thoughts. Further, it provides specific counseling strategies that can be used in applying RET to career counseling, including written homework, imagery, shame-attacking exercises, and rational self-analysis.

The author concludes that RET is an effective approach to career counseling, both on an individual level and in groups. It can assist in re-educating people to rational decision-making while requiring their active involvement in the process. Finally, it provides a simple formula for diagnosing clients' problems and their procedures for removing the problem so that an appropriate career decision can result.

In the field of career and guidance counseling, Frank Parson is credited with conceiving the idea of matching characteristics of individuals to the requirements of occupations (Parson, 1909). Since its beginning however, career counseling has developed several theories and methodologies for accomplishing this goal.

Although theories and methods differ (Healy, 1974) effective career counseling consists of a combination of exercises (such activities as test interpretation, discussion of work history, etc.) and counselor responses designed to achieve career goals set by the counselee. Healy defines the six basic counselor responses as follows:

1. Explanation related to client's stated goal and the process of career decision making.
2. Involving clients is the class of responses which encourages client participation.
3. Diagnosis or evaluation is the class of responses to the flow of information before and during counseling. This process includes information processing, objectives clarification and goal setting.
4. Reinforcement is the class of responses for increasing the frequency of client compliance with his/her goals.
5. Advising is the class of responses which inform clients of what the counselor can do to aid in the decision making process. This includes urging, recommending, referring, etc.
6. Problem solving. If a client cannot proceed with his objectives, the counselor provides additional information, confronts inconsistency of behavior and redirects actions to positive areas.

Although the objectives of career counseling can be clearly defined, the methods of implementation are impeded by the counselor's personal concept of the nature of people and the human enterprise. In addition, some of the current methods of career counseling do not treat the student as an individual.

During the past twenty-five years, a type of almost automated counseling has developed which used testing as a major tool. In many cases this approach is too narrowly segmented; it is used primarily to assist counselees in making a specific job decision and it does not provide evidence of the intermediate steps in the developing process. In many cases the counselor is only a test administrator and a provider of resource information.

The career counselor should be a behavioral engineer and as such, is dealing with individuals who desire to change. (Wreen, 1962 contends that the counselor's responsibility goes beyond the intellectual stages of dealing with ideas and disembodied facts.) The counselor should think of himself as somewhat of a catalyst in a learning situation who's purpose is to aid the client in the learning process.

Although the learning process is stressed in career counseling, there has been little attention given to the rational process of career decision making. Crucial to the success of many forms of career planning assistance is the assumption that given a rational approach to career decision-making, students will behave in a rational way. Yet, many practitioners have observed that irrational beliefs about careers, education and life in general taunt many human endeavors and generate self-defeating behaviors despite the individual's good intention (Alder, 1970; Ellis, 1972; Kelly, 1955).

It is the intent of this paper to introduce career counselors to the advantages of using Rational Emotive Therapy in career counseling.

In order to understand the advantages of RET in career counseling, one must first be familiar with the premises on which the theory is based. Man by his nature is an irrational being. Irrationality is defined as thought, emotion, or behavior that leads to self-defeating consequences or that significantly interfers with the survival and happiness of the human organism (Ellis, 1976). There are hundreds of irrational beliefs held by humans in virtually all societies. For the purposes in this paper, discussion will be confined to the twelve most universally held irrational ideas (Appendix 1). These irrational ideas persist despite people's conscious determination to change. In some cases irrational ideas are reinforced by the culture in which we live. Irrational ideas persist equally among the rich and poor, the intelligent and the ignorant, and among Blacks and Whites. People have the tendency to replace one set of irrationalities with others, literally going from one extreme to another. Even people who strongly oppose irrational ideas in principle, never-the-less perpetuate them in practice. Insight into them or their own origin hardly removes them and they seem to flow from deep seated and almost inescapable tendencies toward human fallibility, over generalization, wishful thinking, prejudice, and short-range hedonism. It is also hypothesized that there is a biological basis for human irrationality.

Given the tendency that individuals think irrational, how does a counselor aid counselees in reaching rational decisions. This is where RET is especially viable. RET is an efficient, active form of therapy. It assumes the principle that what a person thinks and believes dictates how he/she behaves. We can put this in the A-B-C framework of RET, as follows: At point A (an activating experience or event) something occurs. For example, one applies to a prestigious university and gets rejected at point C, an emotional and/or behavioral consequence, the individual reacts to the happening at point A and feels depressed about his/her rejection. One's beliefs, and resulting depression causes him/her to give up and not apply anywhere else. Noting, the emotional and behavior consequence(s). Almost immediately following the occurrence of the activating event (A) one might think that A causes C and conclude that I was rejected from the university which depressed me and made me avoid applying anywhere else.

Actually, RET theory says this conclusion does not follow, and represents what is called a nonsequitur. What really happened was A (rejected by university) and C, the consequence of loss or deprivation or frustration (not getting what you wanted); and even at that, C didn't automatically follow from A but from B, your belief about A. The belief probably was, I like the university, and since I liked it, I wanted to go there and I consider not being able to attend terrible, awful, and the worst thing that could possibly happen.

If you merely desired to attend the university you would tell yourself I definitely would like to go there, but if I don't - tough! Its unfortunate but hardly the end of the world. Then one would feel only sorry and disappointed at C, after experiencing rejection at point A.

Although activating events (A) in one's life do contribute to behavioral consequences (C), it is your belief (at B) that causes emotional difficulties such as anxiety, anger, and feelings of worthlessness (Ellis and Grieger, 1977). (See Appendix 2).

The RET counselor goes through a four stage process in helping the client deal with irrational ideas:

1. The counselor diagnosis the problem using the A-B-C model as his main tool.
2. The counselor helps the counselee gain insight to the causes of his/her problem and helps him/her acknowledge that the only way for him/her to overcome his/her emotional disturbance is to continually observe, question and challenge his/her own belief system.
3. The counselor helps the counselee work through the problem by disputing the irrational belief.
4. The counselor re-educates the counselee in an existentialist oriented philosophy of life. They teach that people can accept themselves as being worthy of life and enjoyment because they exist. They attack a client's notion that intrinsic value depends on success, achievement, popularity, service to others and the like. The counselor insists that they had better accept themselves whether or not they are competent or highly valued by others (Ellis, 1967).

Armed with the RET theory, the counselor attempts to affect a change in the counselee's philosophy, thus positively influencing behavior.

Most counselees present two basic concerns to the career counselor. The first concern deals directly with finding a career itself. This category includes choosing the right college, course selection, and eventually job hunting. This category is considered an environmental concern. Secondly, students become depressed when events such as grades, college acceptance, and being hired do not work out favorably. This category is considered an emotional concern (Grieger, 1970). Most students can solve career and environmental problems if they are not bothered by emotional concerns.

This is where RET is extremely helpful in counseling counselees. Counselors use RET to help the counselees recognize problems and then dispute them. Counselors first work through a logical method of having counselees first realize and question their present beliefs and behaviors and then help them to discriminate between what they want and what they need; what is merely inconvenient and what is awful, and finally what is the difference between doing a bad act and being a bad person.

Counselors employing RET techniques are forceful, directive and vigorous in attacking irrational beliefs. They must at times be persistent and repetitive in dealing with counselees because counselees often cling to irrational beliefs. The career counselor should begin the working through process quickly and deal didactically in the cognitive domain.

Counselors use the following methods of working through problems with counselors.

1. Dispute irrational beliefs: Have the counselee ask himself the following questions: (A) where is the evidence that what I believe is true, (B) where is the evidence that I really need this to exist, (C) does the desire for something equal necessitate, (D) what is the worst thing that could actually happen if what I believe is true, and (E) what good things could happen if what I believe is true.

2. Written Homework: Have the counselee write out his disputations for a half-an-hour each night. This will reinforce rational ideas while helping to break the habit of irrational thinking.

3. Rational Emotive Imagery: RET is an effective training and retraining exercise. RET is a mental rehearsal of the rational habit the counselee is trying to learn. The counselee does an ABCD analysis of an irrational emotional behavior. The counselee recreates the events of the original situation exactly as it happened with two exceptions: (1) instead of picturing him/herself feeling and behaving irrationally, he/she thinks only rational thoughts from the "D" sections of his/her ABCD analysis, (2) along with thinking rationally, he/she tries to make him/herself feel emotionally appropriate to his/her "D" section rational thoughts.

4. Shame-Attacking Exercise: According to RET theory, shame or self-downing constitutes perhaps the most important part of many human disturbances. Counselees are often given shame-attacking exercises so that they can prove to themselves that if they actually perform so-called shameful, foolish or ridiculous acts in public the world will not come to an end and often good things result. Counselees do not do anything that could get them jailed or fired but they are encouraged to do non-harmful "shameful" behaviors such as acting

forwardly and assertively to members of the opposite sex, sing a love song to a perfect stranger or go to a bank and try to deposit a watermelon in your savings account.

5. Rationale Self-Analysis: RSA is a major tool used to help counselees think rationally. RSA is a written homework format which aids counselees in identifying, disputing, and giving up irrational thinking. Counselees are encouraged to do an RSA between each session and uses the generated data as material for each counseling session. (See Appendix 3).

Once the counselor has mastered the RET theory and fully understands the working through process, he/she is able to apply it to specific student career problems.

The counselor's task is often one of alleviating anxiety. Counselors find themselves confronted by students with statements such as "I graduate in June. I just realized that I have to find a job," or "I want to go to the university but I do not know what to major in." The realization of the nature of change is sometimes overwhelming for the counselee. The counselee becomes anxious (Harkness, 1976).

In this case, the counselor's first task is to help the individual alleviate the anxiety. Anxiety consists of over concern, of exaggerated or needless fear (Ellis and Harper, 1977). Counselees exaggerate the assumed catastrophic quality of many potentially unpleasant events. Virtually all misfortunes which might occur - such as failing a course or loneliness, turnout, when they actually occur, far less dreadful than you might have worriedly fantasized. The worst thing about any "disaster" proceeds from the counselee's exaggerated belief about its horror rather than its intrinsic terribleness.

When working with anxious clients, the counselor has to first deal with the irrational beliefs because until he/she does, the inertia caused by the anxiety will prevent the counselee from acting towards his/her goals.

In general, counselors wage the most effective attacks against inappropriate anxieties along the following lines:

1. Trace the counselee worries back to the specific beliefs of which they consist. Usually they will be - I must do well, I must be approved, I must not feel discomfort and I must have worth.

2. Use both verbal and active depropagandization to overcome a specific anxiety. First help the counselee realize that he/she created the anxiety by negative self talk and only the counselee can challenge and dispute them.

3. Most anxieties relate to dread of making mistakes, antagonizing others, or losing love. Since fear of disapproval lies behind most object fear, help the counselee challenge and fight these fears by showing him/her that disapproval may bring disadvantages instead of self-defined "horror."

4. Convince the counselees that worry aggravates situations rather than improving them. And only by not exaggerating the importance of significance of things can one avoid being vulnerable to their possible loss.

5. Help the counselee realize they will always have anxieties and not to be ashamed of them. But if they battle against irrational worries, they can almost always be free from almost all needless concerns.

Once a counselee's anxiety has been worked through, then the counselor can aid the counselee in taking appropriate action.

The use of groups has long been an effective tool in career counseling. Three assumptions are made about the essential elements of group counseling. First, career planning and decision making require input about occupations. Secondly, accurate data about the self, i.e., about aptitude preferences, achievements, and values are needed. Thirdly, it offers opportunities to explore personal meaning, identify and examine subjective aspects of the self, get feedback from others, and try on roles (Tolbert, 1974).

RET is particularly effective in the third element of career counseling - Rational Emotive Therapy. Makes considerable use of work to facilitate a change to rational and goal-producing thinking and appropriate emoting. It has been proven that RET groups help individuals who participate sporadically or regularly in them in a number of important ways.

1. Since the essence of RET is to teach the person how to accept reality and to try to change it by concerted work instead of complaining, several members of a group usually are more effective in bringing the

counselee's dictatorialness to his/her attention than a single counselee.

2. RET emphasizes not only showing individuals how their thoughts causes self-destructive feelings, but also demonstrating the logical parsing, the vigorous attacking, and the empirical contradicting of disordered thinking.

3. In RET, therapists are exceptionally active, probing, challenging people. In group therapy, they are often aided in these functions by other group members.

4. RET notably includes specific activity-oriented homework assignments. Such homework assignments are most effective when given and followed up by the group.

5. RET includes a number of role playing, risk-taking and behavior modification methods. Thus if the counselee fears speaking in public, he/she may be assigned to talk regularly to the group itself.

6. In the group process, counselees are helped to see that they are not alone in being troubled and that others have similar irrational beliefs. They realize that they are not unique and need not condemn themselves for having disturbances.

7. Counselees get valuable feedback from groups. They begin to see themselves as others see them.

8. The counselee is able to observe the philosophic and behavioral progress of others and thereby realizes he/she too can change.

9. Revealing intimate problems to a group of people may be in itself therapeutic for the individual.

10. RET like most cognitively oriented systems of therapy, is highly educational and didactic. It frequently includes explanations, information giving, and the dicussion of problem solving techniques. Teaching is more meaningful in a group than in an individual setting, and encourages certain kinds of questioning of the therapist and discussion of points he/she is raising that would be less effective in one-to-one relationships.

Unlike most therapy groups, RET does not stress interpersonal support or emotive experiences to cathect feelings. Rather, they are designed to bring together individuals who can help each other think and behave rationally (ibid., Ellis and Grieger). RET can be incorporated into existing career decision making groups or developed into a specialized seminar (see Appendix 4).

Whether used in groups or in individual counseling, counselors may encounter resistance counselees. This resistance, called cognitive emotive dissonance occurs when the client recognizes his/her irrational beliefs, understands their rational alternatives, but still feels the same negative ways. CED usually is expressed as (A) "RET is nonsense," (B) "RET is too hard," (C) "I won't be me," or (D) fear of mediocrity.

Counselors can do several things to respond to clients in cognitive-emotive dissonance. First, he/she helps the counselee accurately conceptualize his/her discouragement. By removing the mystery of an emotional experience it will seem less catastrophic and therefore will be perceived as more manageable by the client. Secondly, the counselor helps the counselee distinguish between the negative feelings of sorrow, regret, frustration and irritation that results from rational thinking, and the negative feelings of depression, guilt, anxiety, and anger that results from irrational thinking. Finally, the counselor should admit that neither he/she or RET is a magical solution to the counselee's problems. Only the counselee can effect change by willingly engaging in determined work.

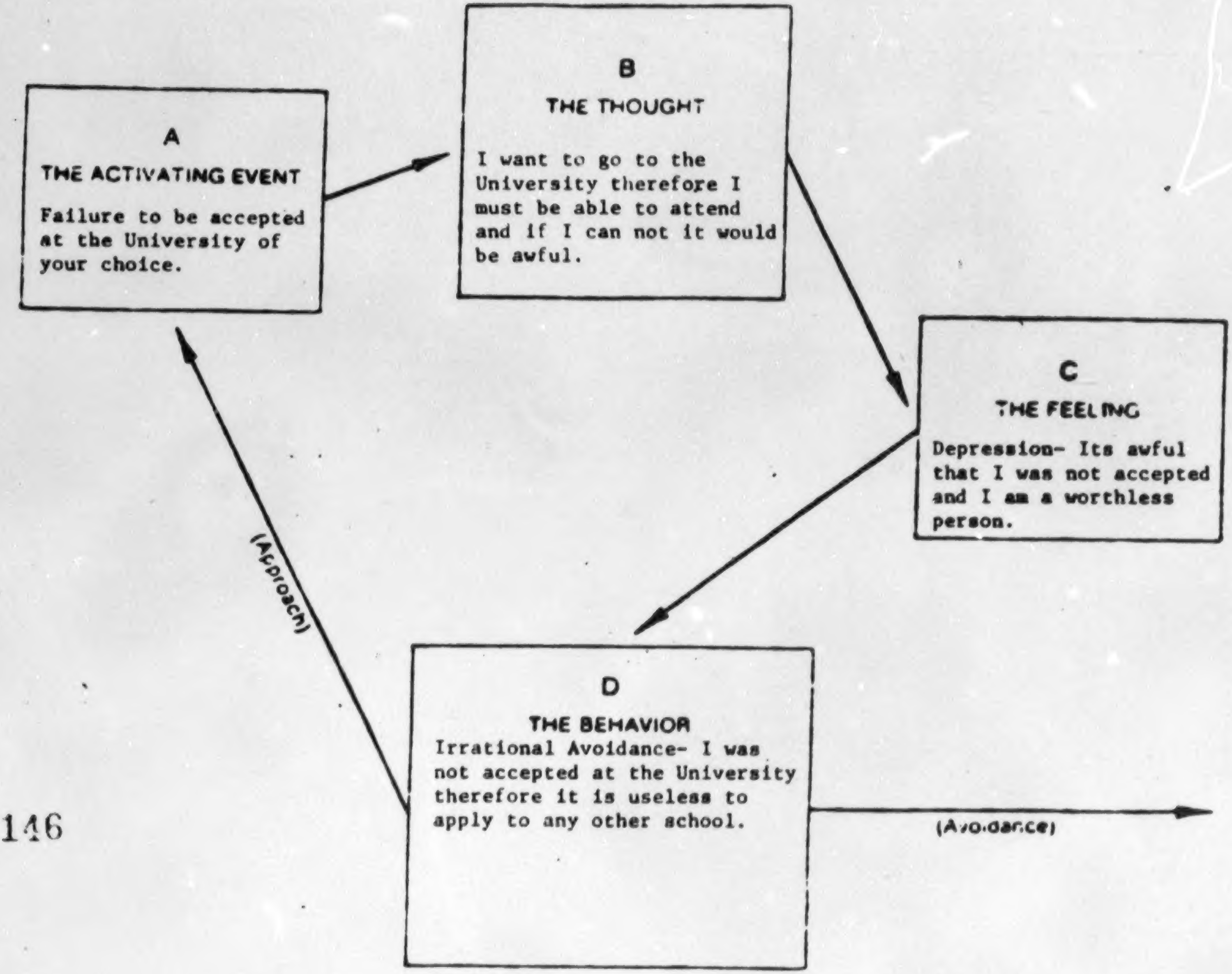
RET is an effective approach to career counseling. Used along with traditional counseling methodologies such as information giving, goal setting, testing and values clarification, it can aid in the career decision making process. It easily satisfies the six basic counselor responses defined by Healy.

RET re-educates the counselee in rational decision making. Counselees are active and involved in the decision making process and take full responsibility for their actions. Counselors are quickly able to diagnose the counselee's difficulties and help them work through them. The counselee is reinforced when he/she thinks rationally and advised when his/her beliefs or behaviors are based on irrational thoughts. By removing instances of emotional disturbances the counselee is able to effect an appropriate career decision.

Appendix 1

	Irrational	Rational
1.	It is a dire necessity to be loved by everyone for everything one does.	It would be more advisable and productive to concentrate on self-respect, on winning approval for practical purposes, and on loving instead of being loved.
2.	Certain acts are awful and wicked and those who perform them should be severly punished.	Certain acts are inappropriate or anti-social, and those who perform them are behaving stupidly or neurotically and would be better helped to change.
3.	It is horrible when things are not the way one would like them to be.	It is too bad that things are often not what one would like, and it would be advisable to change or control conditions so that they become more satisfactory. If the change is not possible, one had better temporarily accept their existence.
4.	Human misery is externally caused and is forced on individuals by outside events and other people.	Emotional disturbance is caused by the view one takes of conditions.
5.	If something is or may be dangerous and fearsome, one should be terribly upset about it.	One would better face the danger or fear and render it non-dangerous and when that is not possible, accept the inevitable.
6.	It is easier to avoid than face life's difficulties and self-responsibilities.	The so-called easy way is invariably the harder way in the long run.
7.	One needs to rely on something other, stronger, or greater than oneself.	It is better to take the risks of acting and thinking independently.
8.	One should be thoroughly competent, intelligent, and achieving in all possible respects.	It is more advisable to accept oneself as a quite imperfect creature with general human limitations and fallibilities. It is better to do than need to do well.
9.	Because something once strongly affected one's life, it should indefinitely affect it.	One can learn from past experiences, while not being overly attached to or prejudiced by them.
10.	One must have certain and perfect control over things.	Our world is one of probability and chance, and life can be enjoyed despite this.
11.	Human happiness can be achieved by inertia and inaction.	Humans tend to be happiest when they are vitally absorbed in creative pursuits, or when they are devoting themselves to people or projects outside themselves.
12.	One has virtually no control over one's emotions and certain feelings cannot be avoided.	One has enormous control over one's destructive emotions if one chooses to work at changing the bigoted and unscientific hypotheses employed to create them.

Reprinted from Knaus (1974)


A
THE ACTIVATING EVENT

Failure to be accepted at the University of your choice.

B
THE THOUGHT

I want to go to the University therefore I must be able to attend and if I can not it would be awful.

C
THE FEELING

Depression- Its awful that I was not accepted and I am a worthless person.

D
THE BEHAVIOR

Irrational Avoidance- I was not accepted at the University therefore it is useless to apply to any other school.

(Approach)
(Avoidance)

Appendix 2 **-Example of an irrational ABCD decision-making episode.**

Appendix 3

RATIONAL SELF-ANALYSIS (RSA)

"A"
Facts & Events

"D-a"
Camera Check of "A"

"B" Self Talk	"E" Rational Debate of "B"
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

"C"
Emotional Consequences
of "g" (feelings)

"E"
Emotional Goal for
future

The Five Rules for Rational Thinking

- Based on objective reality or the known facts
- Protects your life
- Gets you your goals
- Keeps you out of trouble or conflict with others
- Eliminates or minimizes significant emotional conflict

Reprinted from Maultsby (1975)

Appendix 4

THINKING AND BEHAVING RATIONALLY
(General 100, Section 60)

PVCC
Spring, 1979

J. W. Albright (Room 300)	Saturday, May 26
Alice Kramp (U. Va.)	9:00 a.m. - 3:00 p.m.
	Room 132

The purpose of this seminar is to combine Rational Emotive theory and therapeutic strategies. Each student will participate in group experiences and exercises. Students will learn how to recognize and acknowledge their irrational beliefs.

SEMINAR STRUCTURE:

The format of this workshop will include lecture, discussion, and practical experiences. It will run from 9:00 a.m. to 3:00 p.m. on Saturday, May, 26. Participants are required to read the book, A New Guide to Rational Living, before the seminar. The book is available at the PVCC Bookstore.

ATTENDANCE:

Attendance is required for the whole seminar in order to receive credit.

/cm

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THE COLLEGE COUNSELING CENTER IMPACTING THE HIGH SCHOOL CAREER COUNSELING PROGRAM

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Kenton L. McCoy, Coordinator
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Davis & Elkins College
Elkins, WV

Introduction

For a number of years here at the Career and Personal Counseling Center, we have felt there needed to be a close working relationship between the College and the public school system. Since 1954 we have been providing career counseling for about 100 high school students each year from throughout the State of West Virginia. A majority of the students felt very positive about the counseling and often made real changes in their life styles and life directions as a result of our work.

As early as 1970, we began to wonder why counseling shouldn't be made available for all students in West Virginia if it was good for 100 students each year. As we expanded our program to include some work in local communities throughout the State, we inevitably came into direct contact with school counselors. Some of them invited us to consider ways of helping to develop cooperative career counseling programs.

Our first experience actually involved work in helping to identify children for possible placement in special education classes. One thing led to another, and we initiated a mini-career counseling program in Pendleton County during 1972/73. Each year we added one or two high schools in different counties, and we are now working with twelve high schools in four counties.

17-2 Philosophy

With the preceding introduction about how we got into the career planning work for high school students, it seems appropriate to discuss philosophy.

The basic principle on which we base our philosophy is that students who enter post-secondary training or educational institutions without career goals, for the most part, are drop-out prone. Dr. Milt Hillery, in Racine, Wisconsin, has done a great deal of work in attempting to analyze the reasons for a high drop-out rate at a technical school in that area. His research supports the fact that students who have very little, if any, career information or no career ideas or goals are very drop-out prone. However, with some attention to career information and assistance to these same students in making career plans prior to entering the technical training programs, the attrition rate has been cut by an extremely high percentage.

Here at the Career & Personal Counseling Center, we have been most interested in the process as opposed to the product. That is, as we have worked with students in a variety of settings, we find the process they go through is every bit as important, and usually more so, than the end product that comes up after searching for career ideas. Hopefully, this process is one which can be used not only at this point in students' lives but also at any time in the future as well.

Process

What have been the processes used in the Career & Personal Counseling Center at Davis & Elkins College?

First, it is important to note that our Center is a private counseling center with a contractual agreement for services to Davis & Elkins College. We were originally organized under the auspices of the

Presbyterian Church and, through the above-mentioned contract, located on the campus of Davis & Elkins College.

As a part of that agreement, we have an obligation to serve a constituency other than the College Community. We have been working in career and personal counseling with church related groups for a number of years. As we saw this program develop into a viable process, we began to implement some of the same philosophies into the public school systems around the State of West Virginia.

As mentioned in the introduction, one of the first programs the Center was involved in included some psychological testing and analyzation with mentally handicapped students in a nearby county school system. Although this program leaned more toward educational assistance than career counseling, there were similarities in parts of the process.

Shortly after that, two more counties nearby inquired regarding our career awareness programs and talked with us about implementing them in their counties. This was really the beginning of what we might call "mini-career awareness programs." The program basically consisted of some initial testing (including the Kuder and/or the Career Guidance Inventory and/or the 16 PF) and the completion of a personal information questionnaire. Once the personal information was gathered and the testing sessions completed, our office scored the tests, analyzed the results, prepared a brief report to each student, and returned to the high school to work in small group sessions with the students themselves. It is important to note that our Center was able to make use of some of our own College students (usually psychology majors) who were interested in this program and were registered to do a practicum experience. (Incidentally, they received experience in test administration, scoring, and interpretation as well as experience in small group counseling when we returned to the high school to work directly with the students.)

17-4 Since those initial programs, our process has remained basically the same but with several variations. On two occasions we have worked with vocational technical students only, which was quite a different slant than working with a general population of an average high school. Further, most of the initial programs were termed "pilot" programs, and there was very little financial remuneration to our Center for the services we were providing. To some extent this still is the case, but we are pleased that on one occasion a school system bought and paid for the entire program for all their sophomores.

Another different slant to the program came from one of the Presbyterian churches in West Virginia. They decided as a congregation that they were interested in providing a public service of some nature. They knew about our career awareness program and finally decided to sponsor and administer our program at a high school near their location. This they did, and it was exciting to see the lay people of the church get involved in the program, taking time off from their own daily work to administer the tests, score and interpret the results, and then return to the high school to do the small group counseling. Our role in this program was simply to train the lay people involved. They carried the program one step further and returned to the high school after the program was over where they spent time working with students who requested further information about careers--all on a volunteer basis. This particular church picked up the entire amount for expenses.

It should be mentioned at this point that, upon completion of a program at a particular high school, the results of any testing and other information is turned over to the high school guidance office, and the students are encouraged to make use of their guidance office and counselors. The response to this process has been very encouraging.

Although we do not intend in any way to use this program for recruiting purposes at Davis & Elkins College, it is obvious that it is an excellent public relations move. Further, the Admissions Office at D&E has also set up a "mini" program of career awareness which we have assisted with as well. They, too, look at the program more as a public relations service as opposed to a recruiting device.

Finally, over the past years there have been two major changes in our "mini-career awareness programs." First, we have discovered the Jackson Vocational Interest Survey which we like very much for our purposes. It is also relatively easy to score and profile and gives immediate feedback. We are using that inventory almost exclusively at this time. Further, we have implemented the Guidance Information System (GIS) and have purchased a portable computer terminal to take with us into a school system to assist students with computer-available information about careers and training opportunities as well as financial aid information. We have also implemented the initial pilot stages of involving parents in the career awareness program in our own county and will be developing this program further in the very near future.

Needless to say, we are pleased with the development of the program throughout the years. We are pleased that we have been able to assist with career information to high school youth and perhaps have been able to assist with the students' thoughts about careers and career options.

Summary

Next year we are planning further refinements in our program of career counseling for the high schools. As we work with the high school counselors, we will be sending a letter out to all parents explaining the program. About a week prior to the actual counseling experience, we will give all the students a brochure further explaining the process. Following the testing, scoring, and group evaluation, each student will be given time to do a computer search using the Guidance Information System.

We have just been invited to serve on a State Task Force to establish a career counseling program utilizing a computer system. This invitation grew out of our work with the public school systems here in West Virginia. Hopefully, we can continue to make some type of meaningful impact on the career counseling program for high school students, specifically in our own State.

We are very much concerned with helping high school students learn what is available for them in the field of career counseling, assisting the public schools in providing the best possible service, and being available to serve as resource persons as long as needed. Working together with the high school counselors, we feel we can develop a helpful program of career counseling that will make a difference in life/career planning for young people.

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